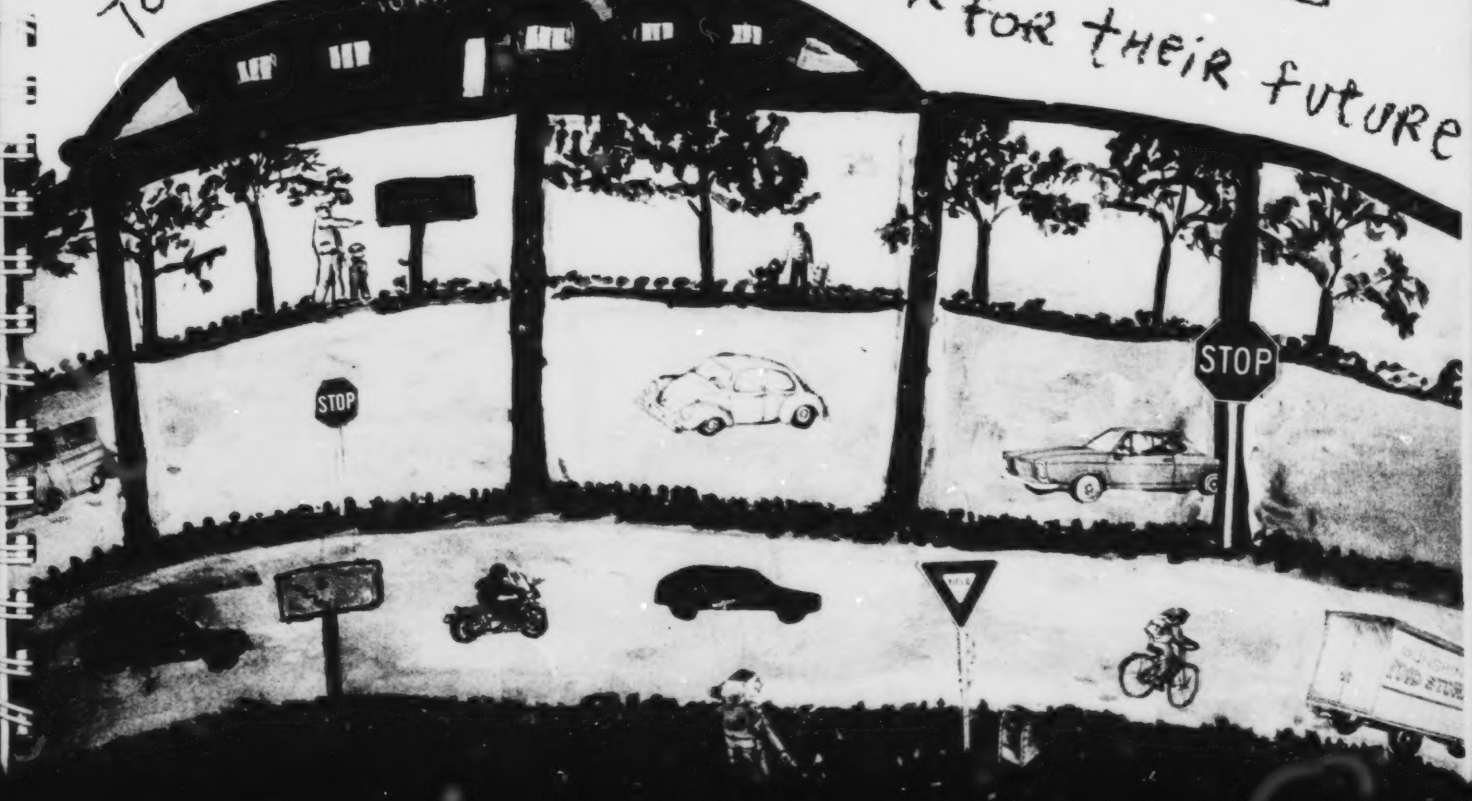
# Kidsviews

A program of
Cityplan '91,
the new Official
Plan for Toronto's
Central Area

## Toronto's young People speak for their future



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Cityplan '91

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A program of Cityplan '91,
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Toronto's Central Area

Supported by the
Toronto Board of Education
and the
Metropolitan Separate School Board

**January, 1991**

**$10** (G.S.T., shipping and handling extra)

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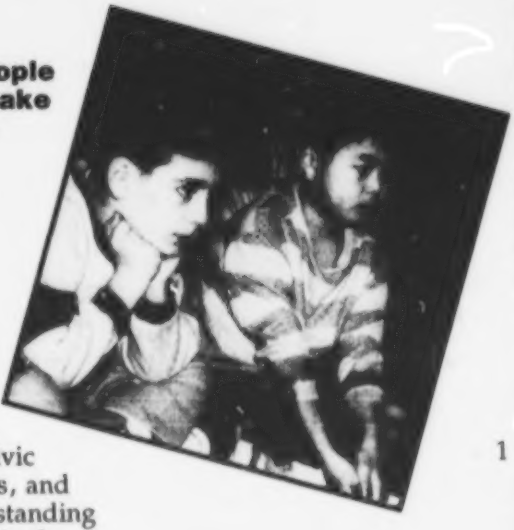
Materials included in the Appendices are resources for students, teachers, politicians and others to pursue the themes and methods developed for Kidsviews.

# 1

# Kidsviews: Six ways our young people can teach us how to make Toronto a better place



Known alternatively as Kidsviews or Youthviews, depending on the age group participating, this initiative involved a series of six planning-oriented projects in the form of art work, essays, poems, conferences, surveys, and workshops, designed for students from Grades 1 to 13 (Ontario Academic Credit). The initiative also attempted to obtain the views and concerns of young people who have opted out of the school system - Toronto's street kids.

Initiated by the City of Toronto Planning and Development Department, the project was developed in conjunction with the Toronto Board of Education, the Metropolitan Separate School Board, Youthlink - Inner City, a street-based counselling agency, and Beat the Street, a charitable organization that promotes literacy.

The initiative's primary objectives were to stimulate the City's young people to think about their future, and to ensure that their opinions are considered prior to the development of a new Official Plan for Toronto's Central Area.

Secondary objectives included:

- developing in young people, including street youth, an interest and awareness of issues affecting their City;
- developing, through this interest, a sense of involvement and commitment regarding Toronto and its future;
- expanding the scope of civic studies in Toronto schools, and fostering a greater understanding of local government within the school system; and
- developing and implementing at least one project emanating from the concerns of young people, that will make Toronto a better place to grow up in.

The project formed a key component of the public participation process connected with the Central Area Official Plan Review. The Planning and Development Department solicited the opinions and priorities from the broadest possible spectrum of Toronto citizens.

The review - Cityplan '91 - will help determine how liveable and workable Toronto remains. It will influence the size, shape and

Mayor Art Eggleton Receives a report on drugs from Grade 6 student, Laura Hampel.

KIDSVIEWS YOUTHVIEWS

location of homes, offices, factories, stores and parks, and where hospitals, schools, roads, sewers, and other essential services will be located. The plan will also help determine the quality of our environment, the availability of jobs, the level of support for the arts, and the preservation of our architectural heritage. Through this Plan, Toronto will be better able to manage growth and address pressing problems such as affordable housing, traffic congestion, and pollution.

"We had fun talking, writing and thinking about the city plan."

The public participation process began with an international forum on Toronto's future in May of 1989. The forum brought together more than 40 urban experts from cities across Europe and North America, as well as Toronto's own local expertise.

In March of 1989, Toronto City Council appointed a Task Force of 40 citizens, representing varied groups and communities. Following a year of meetings, this group published its *Goals and Principles for a New Official Plan* in April, 1990. The Task Force report is intended to provide directions for staff in preparing their Proposals Report.

A questionnaire was distributed to all property owners and tenants in the City, to find out what people like and dislike about Toronto, and what they would like to see changed. Nearly 3,000 responses were received. The major issues raised were traffic and transit congestion, the lack of affordable housing, the quantity and quality of park space and commercial development in the Central Area, and pollution of urban air and water.

In addition, meetings were held with a variety of local interest groups, including homeless persons and ethnic communities. Central Area workers also discussed their views of working life in downtown Toronto.

As a constituency that will inherit the City and be affected by the implications of the Plan well into the future, the young people of Toronto were asked in January of 1990 to express their views on how the City should develop and remain liveable.

Artwork, essays, poems, conferences, surveys, workshops, and classroom projects were designed to sensitize children to municipal issues and to solicit their ideas on how to make Toronto a better place to grow up in.

While the projects differed in nature, scope and level of sophistication, and included young people of varying ages, backgrounds and from different schools, common concerns and ideas emerged. These concerns were both thought-provoking and well considered. They were also striking in their similarity to those issues raised by the Task Force.

The concerns embraced water and air pollution, insufficient park space, traffic congestion, the lack of affordable housing, drugs, street crime, the highschool drop-out rate, and the plight of the homeless. Suggested solutions included more green spaces and affordable homes downtown, fewer cars, controls on the quality and level of development, safer neighbourhoods, better education, and a more caring society. The students' responses confirmed two things: that their concerns are universal; and that we can learn much from our young people.

Having completed the projects, students and street kids presented their concerns and recommendations to City Council. Following the Council session, a multi-media exhibition illustrating the students' work and priorities, opened in the Rotunda of City Hall.

In light of the considerable success and interest generated by this initiative, the participants have two recommendations:

Firstly, that a permanent, ongoing communication vehicle be established at City Hall. The purpose of this vehicle would be to allow young people to express their own special needs, interests and concerns. It would also provide a mechanism, through which, City policies that affect youth can be brought to the attention of young people for their consideration and comment.

Secondly, that City Council endorse and support the development of additional core curriculum in municipal affairs and local government in the City's public and separate schools. The goal of enriching this curriculum would be to develop a higher level of awareness and greater sense of commitment and responsibility in young people to their City.

"WE LEARNED HOW HARD it is for the City to THINK OF NEW iDEAS AND TO improve systems."

I helped plan Toronto's future!

## 2 The who, what, where, when, and why of Kidsviews

"We should think about the City's problems as a whole, not separately, because they are all connected."

### Project Structure

Kidsviews was developed in the summer of 1989 by City planning staff, in conjunction with Trustee Olivia Chow of the Toronto Board of Education and several students. This proposal was approved unanimously by the Toronto Board of Education in August of 1989, and an advisory board was then established.

The Advisory Board included individuals from community agencies, representatives from the Boards of Education, and staff from the City of Toronto. *(See Appendix A for membership.)* This group refined the original proposal and appointed sub-committees for each of the six planned projects. Teachers from across the City served on these sub-committees and developed classroom curriculum for the individual activities, along with City Staff.

### Implementation

In January of 1990, a report describing the projects and the process to be followed, was approved by both City Council and the Toronto Board of Education, thus enabling the Kidsviews project to proceed in the Toronto school system.

Implementation took place over five months, between January and May 1990. Promotional brochures and posters, written and designed by the Information and Communication Services Division of the City Clerk's Department, were sent to every school and teacher in Toronto. Registration and requests for further information were handled by the Boards of Education. In addition to the brochures, Advisory Board members contacted relevant department heads to solicit further student involvement.

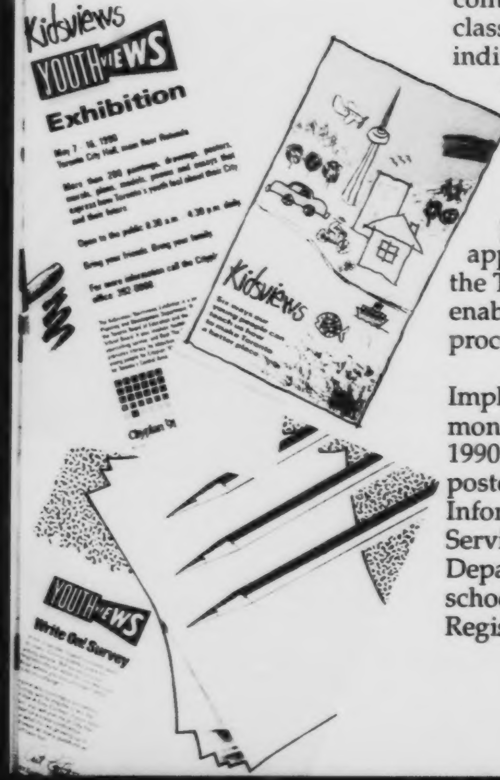
The projects varied as to when and how they were implemented. A one-day student conference and a three-day urban design workshop were held at City Hall, while art, essay writing, and a simulated development game were conducted in classroom settings, over the five-month period. A survey, designed by the City, was also circulated through both school systems.

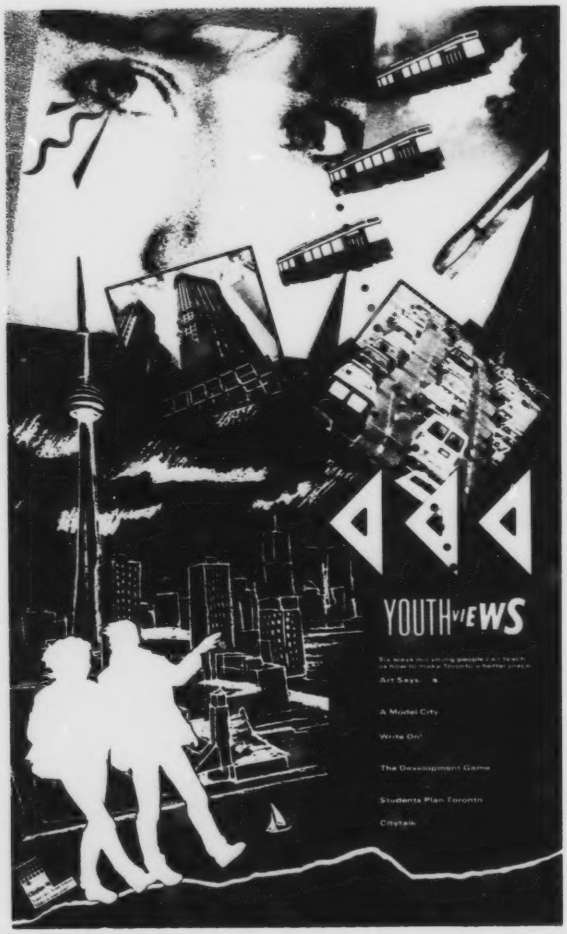
In recognition of their contribution, each student who participated in a Kidsviews project received a "I helped Plan Toronto's Future!" button.

A Cityplan '91 video was distributed through Board superintendents to schools across the City. This 10-minute video provided background information on the nature of the Official Plan and illustrated a range of citizen views on the most pressing issues facing the City. The Planning and Development Department also offered a 30-minute audio-visual presentation to provide participating teachers with a context for their classroom work.

### Participation

Nearly 8,000 students, from some 100 City schools, participated in Kidsviews.




YOUTHVIEWS
Six ways our young people can teach us how to make Toronto a better place
Art Says
A Model City
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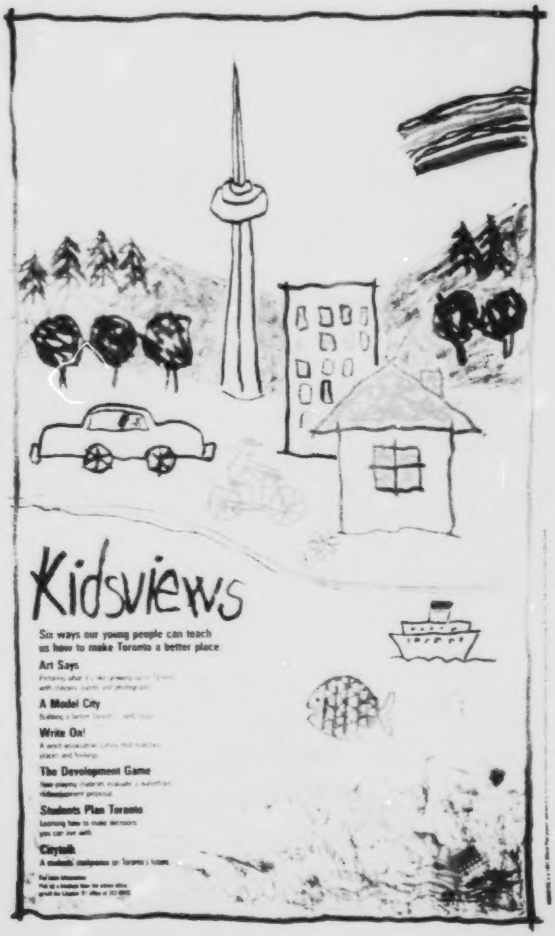
Citytalk


Kidsviews
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Citytalk

Through Beat The Street, an additional 30 young people, living a marginal existence, participated in the art and writing projects.

In conjunction with Youthlink - Inner City, another 100 youth participated in a survey that addressed the concerns that affected them as young people living on Toronto's streets. *(See Appendix B for detailed participation information.)*

A broad spectrum of boards of education, City departments, and community agencies helped to facilitate this initiative. They were:

**Boards of Education**
Toronto Board of Education
Metropolitan Separate School Board

**City of Toronto**
Planning and Development Department
Department of the City Clerk
Housing Department
Management Services Department
Department of Parks and Recreation
Property Department

**Community Agencies**
Anduhyaun Inc.
Beat The Street
Central Neighbourhood House
Covenant House
Evergreen Mission
Friendship Centre
Jessies
Mercury Youth Services
Regent Park Community Centre
Stop 86
Street Outreach Services
Y.M.C.A. Youth Hostel
Youth Link - Inner City

## 3 Citytalk: Students' conference on urban issues

"We need to CHANGE the WAY WE LOOK AT EACH other."

racial equality
poverty
affordable housing

This project involved more than 200 highschool students who came to the Council Chamber of City Hall April 4, 1990, to share their ideas on how to make Toronto a more liveable City. Mayor Art Eggleton opened the one-day conference and welcomed students. David Crombie, a former Toronto Mayor who now heads the Royal Commission on the Future of Toronto's Waterfront, followed with an inspiring keynote address. He talked about the three most important ingredients to a City's well-being: opportunity, diversity, and community. A discussion period followed. Questions from the audience probed concerns such as gang violence, living in a multiracial society, and other issues related to growing up in a large urban centre.

The remainder of the day was taken up by 10 workshops. Teachers and students formulated questions on topics such as affordable housing, transportation, urban design, social policy, employment, downtown growth, the environment, and the City's Olympic bid. High-profile resource people, representing both sides of the issues, provided informed answers and stimulated lively debate during the morning and afternoon sessions.
*(See Appendix C for conference program and list of participants.)*

During the afternoon workshops, students assumed the roles of politicians, planners, environmentalists, and advocates of various interests to explore issues affecting Toronto. These simulations helped young people understand the complexity of the issues, and the necessity of viewing them from a variety of perspectives. As one Grade 12 student remarked, "It was interesting to put yourself in someone else's shoes. It helped you understand and respect why they thought the way they did."

After almost six hours of brainstorming, the day wound up with a second Council Chamber meeting at which students presented their policy recommendations to the Commissioner of Planning and Development.

All Toronto secondary schools were invited to take part in the conference. Participation was encouraged through distribution of a brochure and through direct contacts with history and geography department heads.

Teachers felt it was important to register entire classes, to enable follow-up discussion and classroom work.

Material developed around the Conference by the resource people and City planners was distributed to participating teachers for use in expanding the civics curriculum.

Evaluation sheets were handed out in the final workshop and students gave the Conference high marks. They were impressed with the

overall tone of the event, with the quality of the speakers and the resource people, with meeting in the Council Chamber, where the "real" decisions are made, and with the fact that their views were received directly by the officials responsible for drafting the new Official Plan. They expressed gratitude at being asked to contribute to the revising of the Plan, and hoped that the City would conduct conferences of a similar nature in the future.

The adults participating: teachers, resource people, media, and City officials, were impressed by the seriousness and the perceptiveness of the students taking part. The students grasped the essence of many complex issues, were able to articulate their views on problems clearly and concisely, and presented meaningful policy recommendations.

The following outlines some of the pertinent issues that were raised:

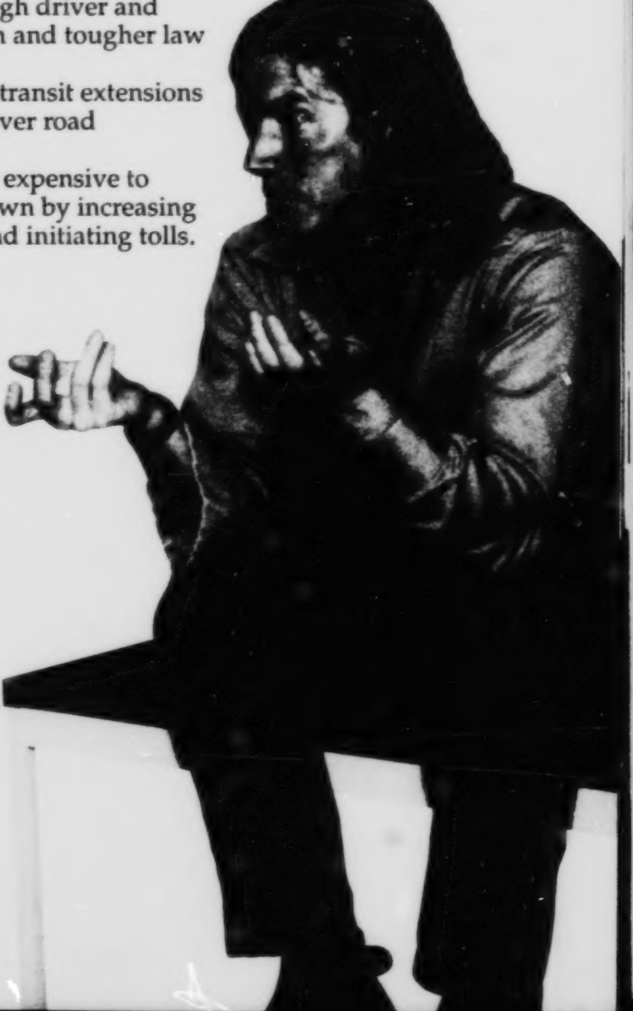
**Housing**

- Pass by-laws to restrict urban sprawl.
- Intensify residential development in the downtown core.
- Revise zoning regulations to allow apartments in houses, to help alleviate the affordable housing shortage.
- Subsidize more co-op housing.
- Provide more opportunities to either own or rent apartments.
- Combine residential and office/ commercial uses in larger buildings.
- Encourage the renovation of older downtown buildings.
- Zone new buildings in the downtown for medium density.

**Transportation**

- Make increased transit services and improvements a top priority.
- Decrease use of the car for commuting by advertising public transit and cycling, and providing incentives for car pooling.
- Emphasize courtesy and safety on the streets through driver and cyclist education and tougher law enforcement.
- Give priority to transit extensions and bike trails over road extensions.
- Make cars more expensive to operate downtown by increasing parking costs and initiating tolls.

"I thought we could have horses instead of cars... they'd be just as fast, and wouldn't harm the environment."



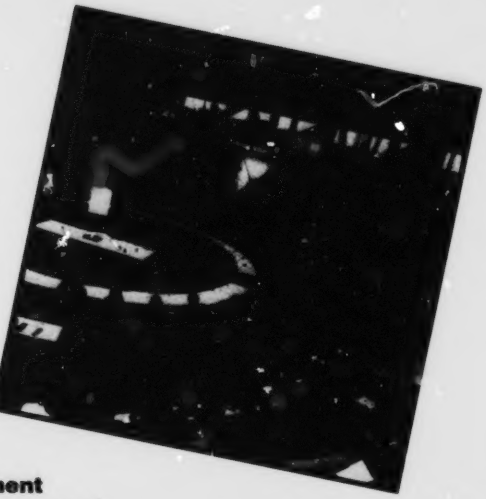
"Make roads wider; include Bike lanes, and in the middle a lane just for emergency vehicles"

**Downtown Employment**

- Promote decentralization of downtown employment by limiting the amount of office space allowed downtown.
- Encourage companies to spread out from the downtown area through government incentives.
- Use existing vacant downtown land for housing and encourage living downtown. Create parks, recreation centres, daycare facilities, schools and community projects to nurture a sense of community. Subsidize co-op housing ventures and convert existing resources/land into housing.
- Support training programs and skill upgrading for minority groups, the unemployed, and those people working in threatened industries so that people have options to change jobs and have some degree of flexibility.
- Increase the number of middle-income jobs in the downtown. Use City-owned land to subsidize small business ventures by providing low market rents. Encourage big corporations to start co-ops or to support small entrepreneurial ventures.
- Increase variety in the downtown: Make main floors of larger buildings into restaurants and public places to socialize in; this will also create more service jobs.
- Increase employment benefits.

**Urban Design**

- Curb traffic congestion downtown through higher taxes on parking lots and increased parking meter fees. Balance this with bicycle lanes on all downtown streets and increased public transportation. The latter could be fostered by regulated privatization of certain segments of the system.
- Increase public accessibility to downtown and the waterfront, especially for the elderly, people with disabilities, and children.
- Make the City more attractive by encouraging architectural continuity and by holding architectural, rather than development competitions for all government buildings; recommend that corporations and the private sector do the same.
- Encourage cultural and economic diversity through zoning and low-cost housing.
- Discourage over-development.



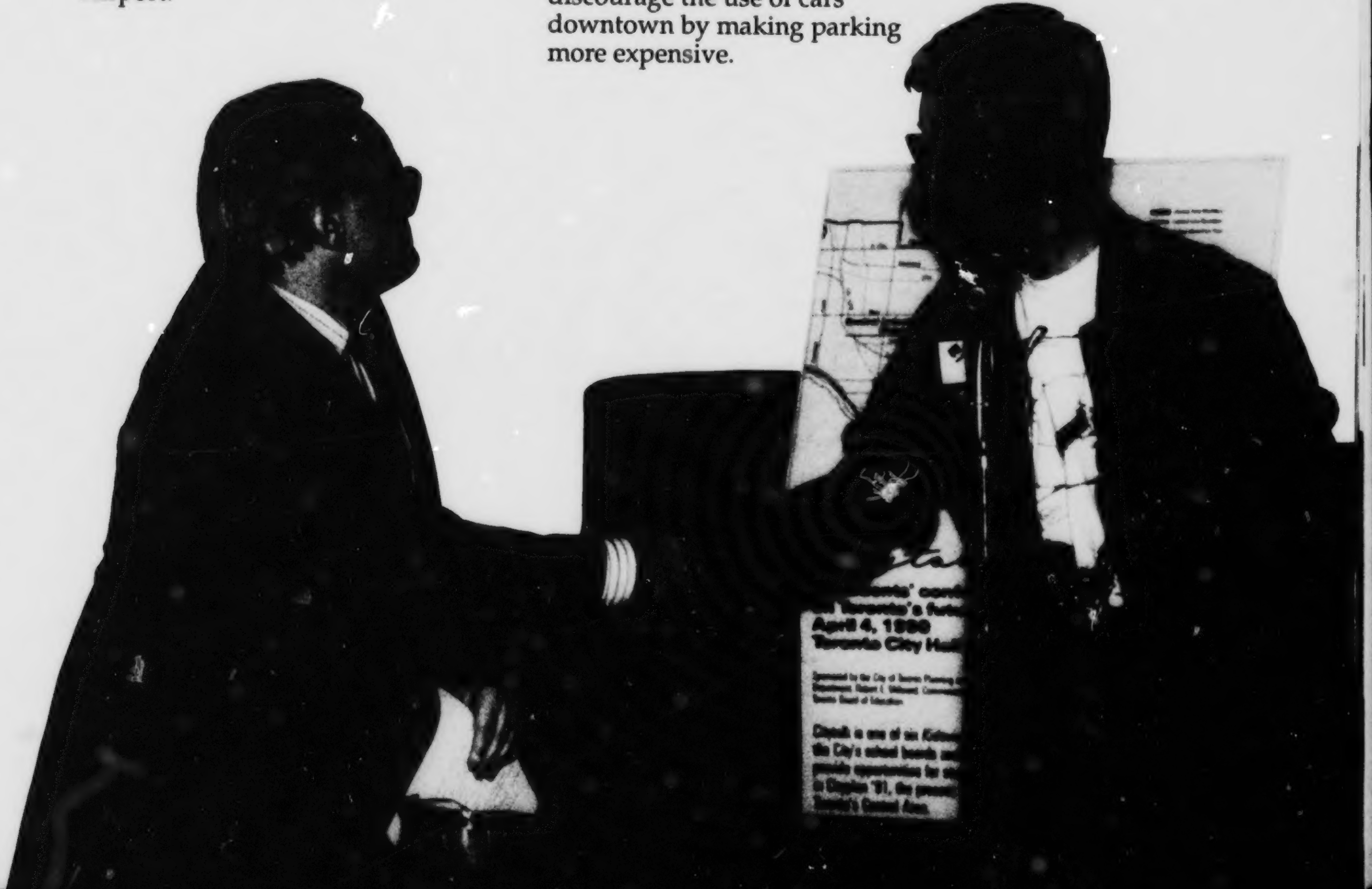
**Waterfront**

- Continue the freeze on the development of Harbourfront.
- Promote tighter pollution control to enforce and improve lake/harbour clean-up. Make convicted polluters pay for the clean-up of the lake; the cost should not be borne by property owners and taxpayers.
- Include recreational as well as industrial development in conjunction with parklands; consider the possibility of including low-cost housing.
- Freeze expansion of the Island Airport.

**Downtown Development**

- Encourage development of housing and employment in the suburbs.
- Give Council more control over the actions of developers.
- Create a balanced mix of business and housing throughout the City.
- Encourage the spread of development outside the downtown core.
- Close loopholes for corporate tax evasion and use this money to increase development of low-cost housing.
- Expand public transit routes; discourage the use of cars downtown by making parking more expensive.

"IF I WAS the Mayor, I'd present AN iDEA FOR A NiCER tRANsportation system with more comfortable buses and subways that run ABOVE GROUND."



"There should be affordable housing for everyone. People need a place to call home."

**Olympics**

The following questions should be answered before deciding in favour of the Olympic bid:

- Are there more pressing economic priorities?
- Can we compete with the bids of other countries?
- If Toronto is unsuccessful in its bid, who will pay for expenses that have been incurred?
- Will the sports facilities built for the Games be adequately used after the Olympics?
- Will municipal taxes increase if the Games lose money?
- Can the building of a 75,000-seat stadium be justified?
- Will the Olympics raise the cost of living in Toronto?
- How will Toronto deal with the recession predicted after the Games?
- Will the Olympics make the rich richer and the poor poorer?

Cityplan '91

**Social Issues**

- Insist that the City, along with the two other levels of government, buy or free-up scattered land holdings throughout Toronto and develop them as mixed-use, low-income housing. This housing must be both attractive and well-maintained.
- Institute a public/private sector co-operative approach to job retraining programs, including necessary family supports, such as workplace daycare.
- Increase the minimum wage, and gear it to the cost of living in the City.

**Community Facilities**

- Provide more affordable, government-funded housing throughout the City.
- Get to the root causes of the City's hunger problem by addressing the housing, employment, and educational concerns that make it

impossible for low-income citizens to be self-sufficient.

- Provide more daycare, both privately-funded in the workplace (with tax shelters as incentives), and in high schools (subsidized by government).
- Increase wages for health care workers, to help create a higher standard of care in our hospitals.
- Health education should be added to the mandatory secondary school curriculum. Ensuring that every student receives this type of education will improve health awareness among young people, and help reduce the number of unnecessary and costly visits to doctors.

**Environment**

- Insist that municipal governments eliminate pollution at the source.
- Pursue plans for the organic maintenance of City green space to eliminate current harmful chemical practices.
- Encourage all development projects to have mandated green space quotas. These quotas should be higher than are currently in place, however, they should not be mandated at the expense of jobs.
- Sponsor more public awareness programs to ensure people know about appropriate materials for recycling. Consider fines for not recycling, or improper recycling. Encourage more recycling in apartments, schools, and industry.
- Implement stricter building codes, particularly in the area of energy-efficient construction, and the recycling of building materials.

"BecAuse oF the ever-rising population in Toronto, the only escape we have is to go out of the city or go to a local park."

4

## A Model City: A neighbourhood design project in Lego

GROUP 1

The Model City project was an intensive, three-day design and model-making exercise for students from Grades 8-13. It began with a day-long educational workshop, led by experts in architecture, planning, and urban design.

Held in various committee rooms at City Hall, the session included a slide show illustrating the origin and layout of other European and North American cities, computer analysis and sketching, as well as lectures and discussions.

These presentations introduced students to the City's built form and overall character by looking at four specific components: city activities and their interrelationship; city blocks and building types, and how people live in different blocks; the role of public space, and the relationship of buildings to that space, and; city organization and character, (how cities are organized spatially and how this affects their character).

Following discussions, students evaluated and developed a draft site plan. The proposed site was based on Ataratiri, a residential neighbourhood being developed in Toronto's east end.

In the project's second stage, students created their own version of an ideal neighbourhood in the Rotunda of City Hall, using materials donated by Lego Canada Inc. Students broke into three teams. City planners and architects served as technical advisors, helping students to evaluate and resolve design and land use conflicts. The table-top models that emerged resulted in three very different, but equally valid planning approaches. They remained in the Rotunda for two weeks as part of the Kidsviews Exhibition.

Responses to evaluation sheets handed out to students at the end of the day indicate that the project accomplished its objective. The exercise, based on a real-life situation, provided students with a thought-provoking challenge and insights into how a city is put together. The variety and complexity of issues that effect a City's planning, design, and ultimately, its character, were also revealed.

it made me much more aware of how architecture & buildings relate to the street and other buildings."

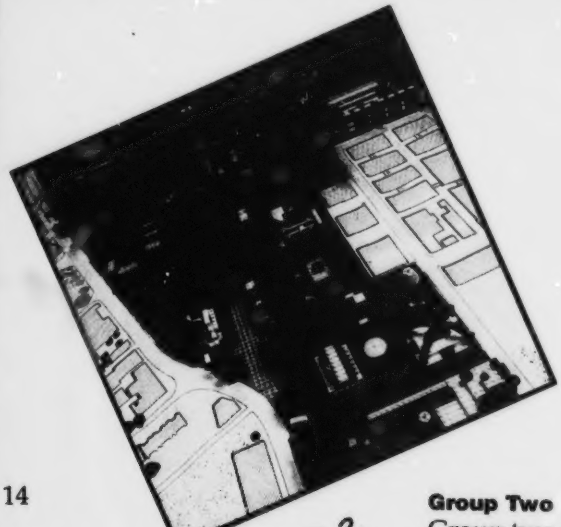
**Common Features of Models:**

- The idea of the neighbourhood as a microcosm of the city, complete with all city functions.
- Replacing the car with transit and pedestrian-oriented streets. However, each project responded differently to the presence of a freeway and the Don River.
- A concern for the environment and a desire to address related issues. While students were not readily able to translate this concern into built form, they generally supported the use of extensive green space and the clean-up of the Don River.
- A rejection of radical solutions. There were no attempts to build utopia, but rather a common desire to find "practical" solutions.
- Front Street became the main street of each model and the basic grid structure of the City was used as the basis for all site plans.
- Widespread support for mid-rise buildings as a compromise between the need for more housing and a rejection of the high rise as an architectural type.
- An amalgamation of the neighbourhood's green space into one large park. Although courtyards and green setbacks were sprinkled throughout the projects, there was consensus that smaller parks were neither as attractive nor as useful as large open spaces. Park safety was vigorously debated. One group chose to face buildings into parks as a solution, but others felt that this strategy would reduce a park's quality of "retreat".

**Group One**

This group emphasized appropriate infrastructure as a basis for the neighbourhood. Within their neighbourhood, functions were divided into distinct buildings and sites. Building types used for each function were in keeping with the mid-twentieth century tradition: lower, smaller buildings for residential, higher, larger buildings for commercial. The plan also created one large open space, sited the residential component near the green space, and relegated commercial buildings to the periphery as a buffer against the noise and pollution of the surrounding transportation corridors. The group designed a prominent, elevated transit line, again in the spirit of separating functions, rather than integrating them.

"WE SHOULD NOT PUT ALL THE LOW-COST HOUSING PROJECTS OR GOVERNMENT-FUNDED PROJECTS IN ONE AREA ... OR ALL THE RICH PEOPLE IN ONE AREA EITHER."

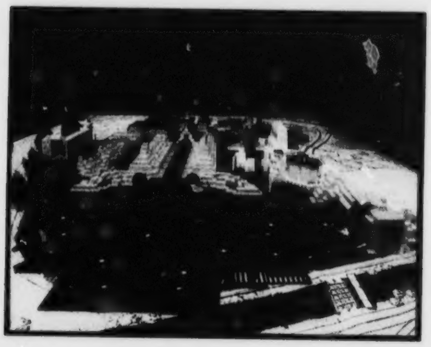


GROUP 2

**Group Two**

Group two clearly supported the idea of strong central planning based around an important urban design. Making an attractive new neighbourhood with a strong character was their answer to what the city was lacking.

Students put a great deal of effort into creating a wonderful system of public and private open space, and expressing the area's unique location between the City and the Don River. The design was organized around the main street. This street evolved into a "grand allee", complete with fountains and a canal running its entire length.



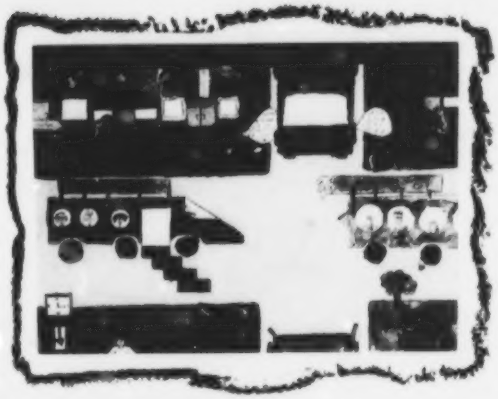
GROUP 3

The architecture of individual projects was subordinated to the larger community project. Although different building uses were represented, they were combined in most of the projects. Building types and heights varied, depending on their role in the overall design, rather than the uses they served.

**Group Three**

Here the emphasis was on architecture. To maximize individual architectural expression, and to create a coherent overall design, students chose a straightforward plan for the site and simple, strong urban design guidelines. The master plan amounted to an extension of the surrounding city grid and street hierarchy. A general height restriction was imposed and setbacks were kept consistent. Within these parameters, students designed extremely varied buildings, with no restrictions on the use of land. The project emphasized the street as the main urban open space, and architectural quality as an important factor in the quality of the public realm.

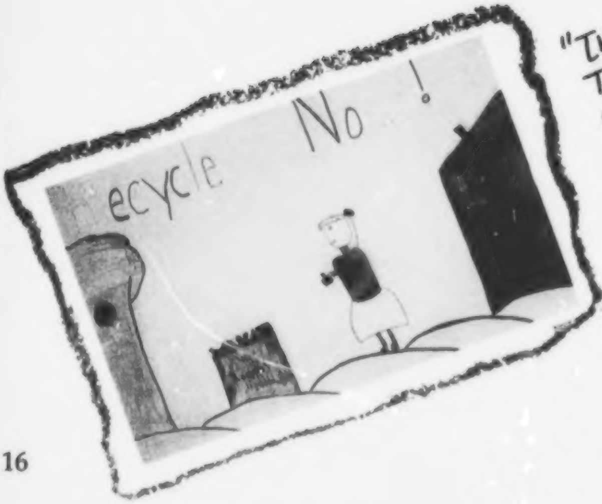
## 5 Art Says: Creative expressions of what it's like growing up in Toronto



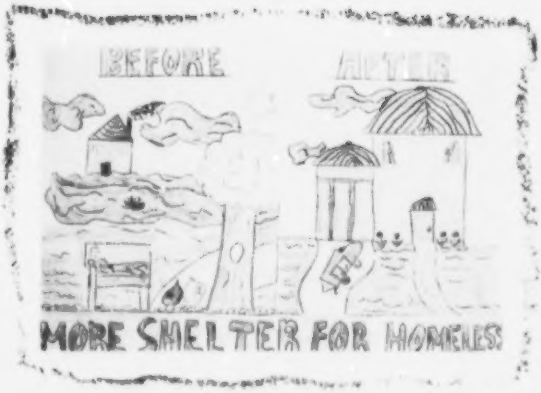
In this project, a variety of art forms - paintings, drawings, murals, mixed media, and photographs, produced both individually and in groups, provided opportunities for students to express their feelings about growing up in Toronto.

Students from Grades 1 through 8 were asked to depict their favourite places to play, where they live, buildings they like to look at and visit, what they like best about the City, places that should be preserved, their concerns, and what they would like to see changed.

Based on their artwork, it is clear that young people living in the City are concerned about Toronto's future, particularly with regard to water and air pollution, traffic congestion, the lack of affordable housing, and homelessness.



"THE PARKS IN TORONTO are dwindling AND have ONLY a few trees."


BEFORE
AFTER
MORE SHELTER FOR HOMELESS

"BUILD MORE SCHOOLS AND STOP OVERCROWDING OUR CLASSROOMS."

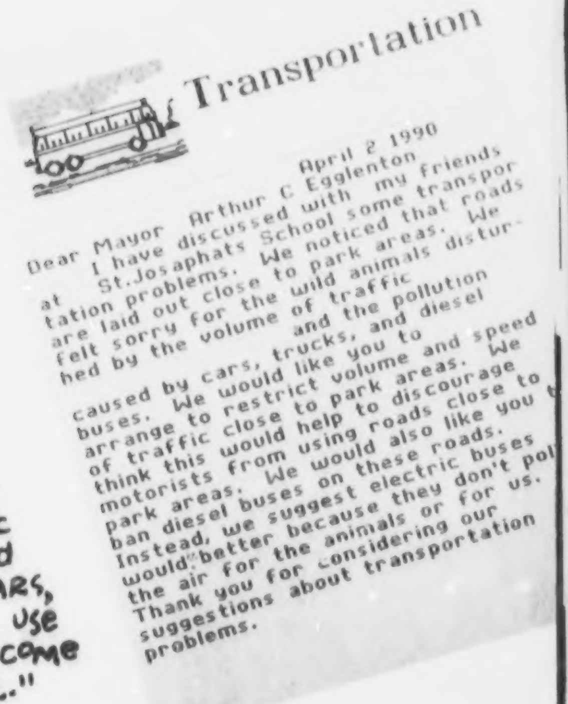
"A MAN'S HOME
is HIS CASTLE,
But if you Live
ON THE street
YOU HAVE NO
CASTLE - just
THE cold."

Frankland School
Room 243 Grade 3/4
Ingredients:
Shelter enough for everyone
Transportation 4 trips per day
ferry boats, subways, streetcars, buses & services, cycles, skateboards
Parks - one in every neighbourhood
campgrounds, playgrounds, pools, swings, skating rinks, trees, grass
Recipe for the "Toronto Pie"
Ingredients
Shelter
Recreation
shopping centres, roller skating rinks, skydome
theatres
available in many languages
police stations, banks
handicapped
Mix all ingredients
EATON
Recreation
The Future
Parks
Transportation

"I WANT to PUT MORE HOUSES AND MORE SCHOOLS IN THE CITY."

"Stop pollution -
No MORE pollution -
GET RID OF pollution!"

"WE NEED
MORE ttc
BUSES AND
STREETCARS,
BECAUSE I USE
tHEM to COME
to SCHOOL."

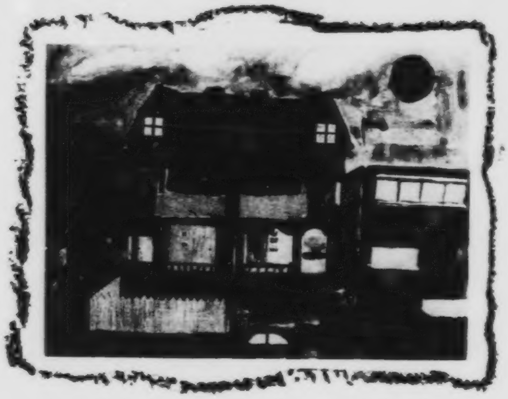


## Transportation

April 2 1990

Dear Mayor Arthur C Egglenton

I have discussed with my friends at St.Josaphats School some transportation problems. We noticed that roads are laid out close to park areas. We felt sorry for the wild animals disturbed by the volume of traffic and the pollution caused by cars, trucks, and diesel buses. We would like you to arrange to restrict volume and speed of traffic close to park areas. We think this would help to discourage motorists from using roads close to park areas. We would also like you t ban diesel buses on these roads. Instead, we suggest electric buses would"better because they don't pol the air for the animals or for us. Thank you for considering our suggestions about transportation problems.

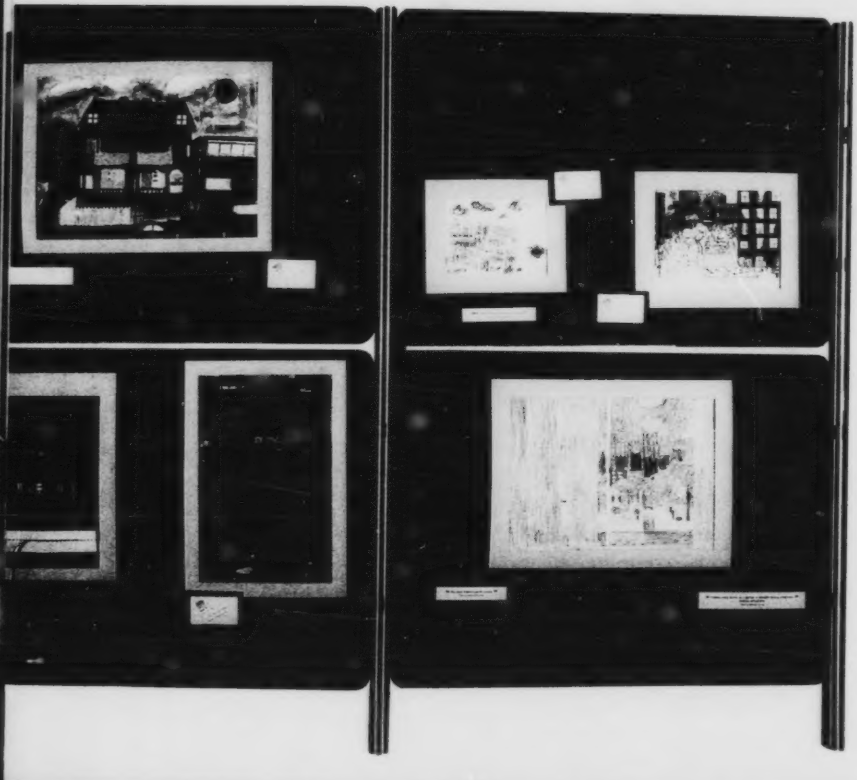


## Students Plan Toronto: Young people write their own official plans

This project gave students the opportunity to write their own versions of the Official Plan. Both Boards of Education joined forces to develop a curriculum for elementary and secondary school students participating in this activity.

Students were asked to consider the topics of housing, transportation, parks and open space, industrial and commercial land uses, and the environment, when writing their plans. They were instructed to think in terms of what exists, what are the problems, what could be done to solve the problems, why the solutions haven't been tried, and what other alternatives exist to implement the solutions.

"YOUNG PEOPLE SHOULD HAVE A PLACE TO LAY THEIR HEADS, INSTEAD OF THE LOCAL DONUT SHOP."



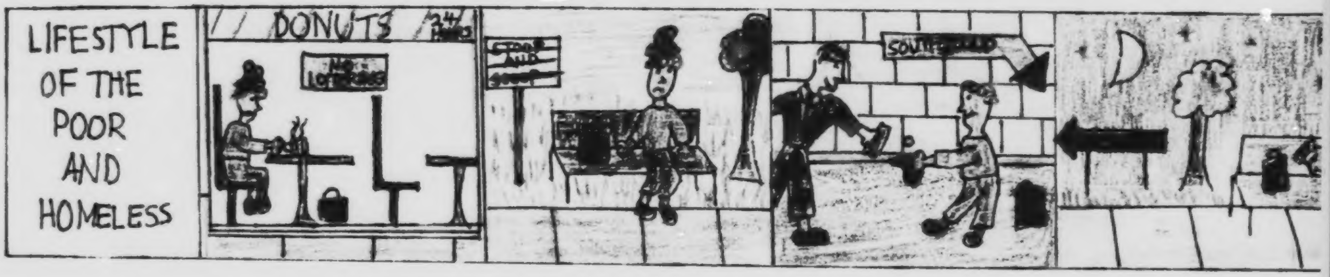
A catalyst for creative problem solving, this project was also a lesson in political and planning realities. As one Grade 11 student remarked, "Our class found out that what is good for one group is often bad for another, and how difficult it is to come up with solutions that please everyone."

This project generated brochures, poetry, posters, essays, and drawings. *(See Appendix D for related curriculum guides.)*

Street kids also participated in the initiative. Beat the Street submitted a tape of on-street interviews, as well as a thoughtful set of recommendations that spoke to the changes that street kids felt were necessary to better their lives. One example: "City Council should develop a municipal agency that will make less judgemental views, and encourage street kids by helping them find a place to live. I would like to see a place like this help me, because I am tired of sitting in doughnut shops and getting kicked out of sleeping in parks. It's really hard to live like this."

In considering the City's opportunities and problems through this writing exercise, students learned about the aspects of City life they value most, and how planning policy might be used to protect and enhance them. It also became apparent that cities, even those as large as Toronto, are often limited in their ability to act, due to outside influences and jurisdictional boundaries.

# LIFESTYLES COMICS


LIFESTYLE OF THE POOR AND HOMELESS
DONUTS
NO LOITERING
SOUTHBOUND

**Street Kids' recommendations presented to City Council**

- "We need cheaper housing and more of it. It's so expensive, it's hard to keep up with the rent and we end up loosing our apartments, and are forced to the streets or hostels.
- "We need easier access to social assistance for school and housing. Since you are legally able to leave home at 16, you should be able to receive social assistance at the same age, without parents' consent.
- "We need work programs for young people to go to anytime. This is good for us, because when you are on the streets, it's hard to look respectable and to be at work on time, and you end up being fired.
- "We need drug rehabs in Toronto. It's not fair to clients at these programs to be transferred to the United States, when they should be here with the help and support of family and friends."

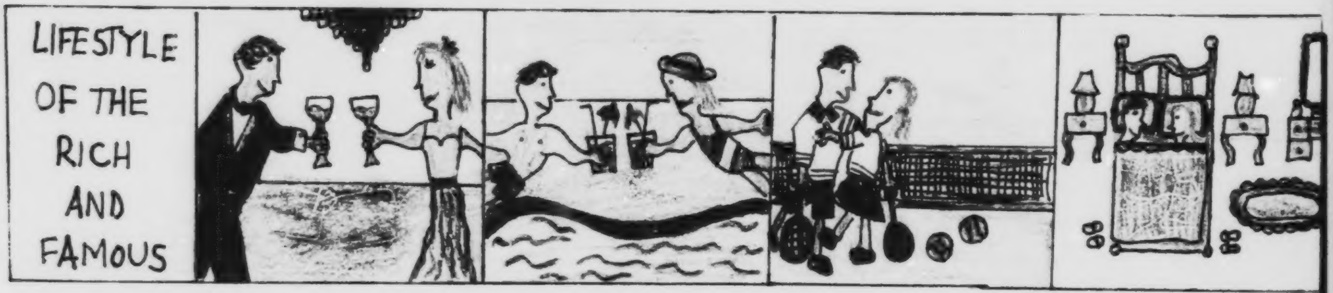
**Home, Sweet Home**

Big, rich mansion, swimming pool and all.
Lots and lots of rooms, low, medium, and tall.
Servants, maids, "Let's go golf or rest in the sun."
Boy, is this life a pleasure, full of games and fun!
Sidewalk, night sky, footsteps walking past.
Bags, blankets, old coats that have years and years to last.
Doorsteps, stairwells, corners and benches are my home.
Letting each day slip by silently, quiet and alone.

Everyone should have a home, however humble it may be,
A place to rest, to cherish, a place of your own.
Everyone should be happy, safe and warm inside.
After all, as we always say: "There's no place like home."

Emily Leong, Age 10

"Street kids should be treated as ordinary people and as fairly as anyone else."


LIFESTYLE OF THE RICH AND FAMOUS

TORONTO ISLANDS
LESLIE STREET SPIT

# 7

## The Development Game: Role-playing students plan uses for waterfront lands

The Development Game was a role-playing exercise, designed to introduce students to the complex political, economic, and planning processes by which land is purchased and developed. The project was particularly relevant for secondary school students and classrooms of 12 to 30 pupils. A section of the City's waterfront was chosen as the hypothetical development site. Students assumed the roles and viewpoints of those most likely to be involved in a development of this nature. Some classes went on boat tours to help them visualize the site and understand the issues.

In the guise of City planners, municipal politicians, architects, environmentalists, developers, and local citizens, students were briefed on the realities, concerns, and responsibilities of each of the players. The object of the game was for individuals to convince their classmates that their vision of redevelopment was the most beneficial, not only for the local area, but for the City at large. Majority rule determined which land use ideas were implemented.

Participants wrestled with whether they should build housing on the site, and if so, how high, how much, and what kinds: affordable, market-priced, or both? Should the land be used for industry? If retail uses were to be included, what kinds would be appropriate? Also, how much land should be allocated for parks and open space, and who would pay for the public amenities as well as for the new roads and sewers required? Classes used computers to develop a planning analysis and scenario. Final decisions were documented on a large-scale map which represented the master plan. (*See Appendix E for project curriculum guide.*)

Assessing a realistic development proposal for a much-examined part of the City placed students at the centre of a timely, real-life debate: the future of Toronto's waterfront. This controversial aspect added an important dimension to the game's popularity and its value as a teaching aid.

Understanding the viewpoints of others, and convincing the group of the validity of one's own perspectives, provided opportunities for students to develop their interpersonal and presentation skills.

"YOU CAN'T SEE THE WATER FOR THE TALL BUILDINGS. THERE SHOULD BE MORE PARKS ON THE WATERFRONT."

## 8

## Write On! Survey: Toronto kids enjoy City life, but worry about its down sides

# WRitE ON! SURVEY

Toronto kids have mixed feelings about their City.

They love the hustle and bustle, the mix of people and cultures. Shopping, entertainment, and facilities like SkyDome and the CNE are high on their list of likes. They also appreciate the job and educational opportunities. But they worry about pollution, drugs, gangs, and the cost of housing.

This is what students and street kids told City planners through the "Write On!" survey.

Almost 2,000 copies of the 10-page questionnaire *(Appendix F)* were distributed through the City's public and separate school systems between January and June of 1990.

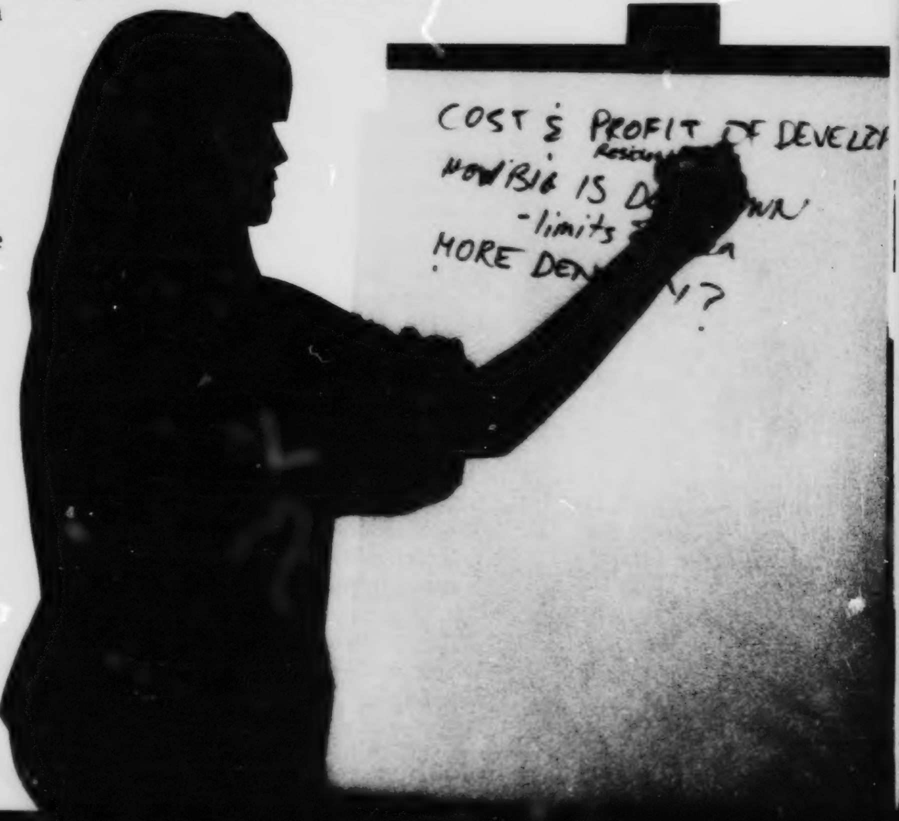
At the same time, a shorter questionnaire *(Appendix G)* was circulated to 100 street kids through 12 downtown counselling agencies, including Youthlink - Inner City. Designed by the kids, with assistance from City planners, this companion survey reflected the realities of life on Toronto's streets.

**Surveys Part of Cityplan '91 Consultation Process**
The aim of both surveys was to generate ideas on how to make Toronto a better place for kids. A second goal was to provide opportunities for young people to get involved in Cityplan '91, the review process that will result in a new Central Area Official Plan by 1991.

Younger children were asked to match places in the City with adjectives like beautiful, scary, friendly, dangerous, etc. Secondary school students were given a series of questions about their neighbourhoods, parks, and community centres. They were also asked to identify what they like about Toronto, what they dislike, and what they would change. Similar questions were posed to young people outside the school system. In total, more than 1,300 youths from across the City responded.

When asked "What makes Toronto a great place to grow up in?", nearly 50 percent of students referred to the

"THE WELFARE RATES SHOULD REMAIN WHERE THEY ARE, OR BE EVEN LOWER, SO THAT STREET YOUTHS WOULD HAVE TO DO SOMETHING PRODUCTIVE."



excitement, vitality, and pace of City life. The variety of shopping, entertainment, and facilities was also highly rated. "Friendly" and "caring" people were mentioned by 20 percent of respondents.

Street kids had similar responses. Students also mentioned educational opportunities, multicultural character, and sense of safety.

Students believe the most pressing issue facing the City is pollution, followed in order by drugs, increasing violence, particularly involving gangs, and the high price of housing. People's indifference and lack of caring topped the list of street kids' dislikes. Their other worries are the high cost of living, violent crime, and drugs.

### Healthy City a Priority With Would-Be Mayors

When questioned "What they would do if they were Mayor", responses were consistent with identified concerns. Cleaning up the streets and parks, and making the air and water less polluted, were the most-mentioned suggestions to make the City a better place for kids. Other ideas, in order of priority, were: tackling the drug problem; establishing more community/recreation centres and related programs; reducing violent crime; developing more parks, and making existing parks safer and cleaner.

Parks are very important to Toronto's youth. It's where older kids play team sports (baseball, soccer, football, hockey), and where youngsters play on swings, slides, and jungle gyms.

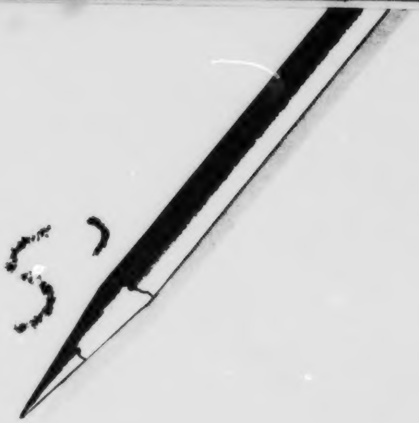
Even though kids enjoy parks, they see room for improvement. Their wish list starts with more sports facilities (pools, tennis courts, hockey rinks, soccer fields, swings, etc.). Next is cleaner parks: "get rid of the garbage and dog litter." Safety is also an issue. They want better lighting and more night patrols by police to make parks less attractive to "druggies".

Kids' love of water is reflected in how they use community centres. Swimming was the most popular activity, followed by "general games and sports", gymnastics, hockey/skating, arts and crafts, basketball, and baseball.
These interests were confirmed when students were asked which programs and services they would like to see added at community centres. Swimming and gymnastics were most frequently mentioned, followed in order by arts and crafts, dancing, tennis, and hockey.

The likes and concerns raised by students and street kids are very similar to those expressed by residents in another survey conducted by City planners.

Findings from the "Write On!" survey will be distributed to City departments, the public and separate school boards, and to local community agencies involved with young people.

# Students' Survey



**Students' Survey:**
**What makes Toronto a great place to grow up in?**

| | |
|---|---|
| 1. Toronto is great because it is a big city with lots of people, stores, facilities and activities. The bigness is exciting and provides a wide range of opportunities and advantages. | 47.3% |
| 2. Toronto is great because people are friendly and caring. | 20.4% |
| 3. Toronto is great because it offers a choice of many different schools and opportunities for a good education. | 12.8% |
| 4. Toronto is great because it is a place where you can meet and live with people from a variety of cultural backgrounds. | 7.6% |
| 5. Toronto is great because it's still safe. | 7.4% |

**If I were Mayor, the first thing I would do to make Toronto a better place for young people is:**

| | |
|---|---|
| 1. Do something about the drug problem. | 17.9% |
| 2. Clean up the litter on the streets and in the parks. | 17.6% |
| 3. Make the City less polluted by cleaning the air and water. | 16.7% |
| 4. Create more community/recreation centres with more programs. | 13.9% |
| 5. Get rid of violence and crime. | 11.6% |
| 6. Develop more parks, bigger parks, safer and cleaner parks. | 11.3% |

**The three most important problems facing Toronto are:**

| | |
|---|---|
| 1. Pollution in our air and water. | 28.0% |
| 2. The use and selling of drugs. | 23.1% |
| 3. Increasing violence in the form of street gangs, robberies, and murders. | 17.6% |
| 4. The high cost of housing in the City. | 15.2% |

# Street Kids' Survey

**What makes Toronto a great place to live?**

| | |
|---|---|
| 1. The range of activities and entertainment available, as well as the many job opportunities. | 63.1% |
| 2. There are a lot of people and many of them are friendly. | 29.7% |
| 3. The people are from so many different backgrounds. | 7.2% |

**What is the most pressing issue you would like to present to the Mayor and City Council?**

| | |
|---|---|
| 1. The need to improve the welfare system; as it is, it does not cover our needs. | 36.5% |
| 2. More affordable housing. | 28.4% |
| 3. Dealing with crime, particularly street gangs. | 21.6% |
| 4. Tackling the drug problem. | 13.5% |

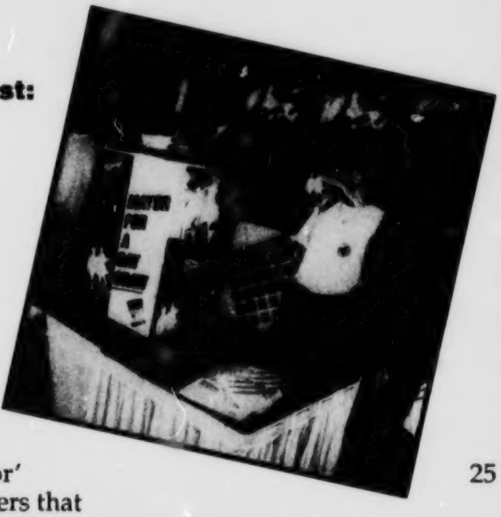
**What do you dislike about Toronto?**

| | |
|---|---|
| 1. The City is becoming too big, too populated, and too fast moving, causing people to become more indifferent and less caring. | 34.2% |
| 2. The cost of living, especially housing. | 26.5% |
| 3. There is too much violence in the City. | 17.1% |
| 4. Too many people are involved with drugs. | 13.7% |

**How do students' and street kids' priorities differ?**

| **Street Kids' Priorities** | **Students' Priorities** |
|---|---|
| 1. Improve the welfare system. | 1. Deal with the use and selling of drugs. |
| 2. Provide more housing that is less expensive. | 2. Solve the City's environmental problems: clean up its air, water, streets and parks. |
| **Likes:**<br>Bigness, diversity and excitement; concerned City is moving "too fast" and people are becoming "too indifferent". | **Likes:**<br>Also like the bigness, excitement, diversity, etc.; did not mention that pace of City living was alienating. |

## 9 Mayor-For-A-Day Contest: City picks first woman mayor



Everyone who completed the Write On! survey was eligible to enter a draw to become Mayor-for-a-Day. A Grade 8 student, Emily Dawson, was picked to be Toronto's first woman mayor. With Mayor Art Eggleton, Emily attended a host of events, including conferences, the opening of the Harbourfront LRT, an Olympic Committee meeting, and courtesy calls from the Consul General of Korea and a Japanese Trade delegation.

At the end of the day, 'Mayor' Dawson confessed to reporters that she was "tired", but thought "it was important that kids were developing the City's new plan." As she noted, "it is today's youth who will have to live with the changes the Plan brings." Her priorities as Mayor were to develop more parks, clean-up the environment, and lower the highschool drop-out rate.

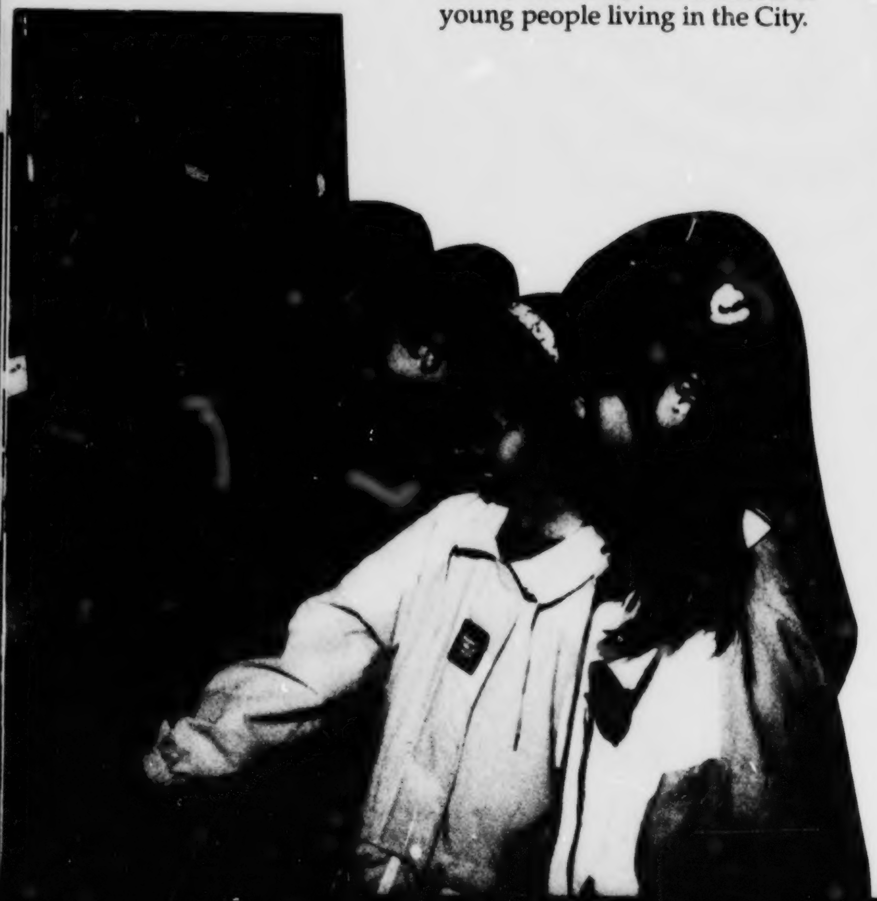
"I'M REALLY TIRED, BUT IT WAS A DAY I WILL NEVER FORGET. IT GAVE ME INSIGHTS INTO THE MANY HAPPENINGS OF OUR BUSY AND MOVING CITY."
EMILY DAWSON,
GRADE 8

## 10

## Kids come to City Hall: Presentations to City Council; opening reception for Kidsviews Exhibition

"INSTEAD OF PUTTING UP MORE TALL BUILDINGS, ADD PARKS WHERE KIDS CAN PLAY."

Eight months of planning and activity culminated on May 7, 1990 with the grand finale of the Kidsviews project. Some 300 students, representing a spectrum of schools and ages, gathered for a formal presentation to City Council in the Council Chamber, followed by a luncheon in the Members' Lounge upstairs. These events had three objectives: to recognize the time, effort and creativity of participating students; to provide students with an opportunity to speak directly to Council; and to alert municipal politicians to the needs, concerns, and interests of young people living in the City.



The event took place during a regular Council meeting, with the Mayor introducing the participants and welcoming students. Chairs of both the public and separate school boards followed. Both thanked the City for the opportunity to be part of what had proven to be an exciting and innovative project.

Students from each of the six Kidsviews activities addressed Members of Council and presented the Mayor with a written report, outlining the process and conclusions they had reached as a result of participating in the project. The students asked Councillors to "build more houses and schools in the City"; "create more homes for the homeless"; "put more buses and streetcars on the roads"; "put up more trees than buildings"; "make more parks for kids to play in"; "more bicycle paths for kids to ride on"; and "clean-up the gunk in the lake".

Students thanked organizers for the opportunity to participate in the Official Plan review. They said it was important "to involve youth, and to allow them to give their opinions." They hoped, "that they would be listened to." They urged Councillors "to see the exhibit of their work in the Rotunda of City Hall, and to consider the messages it contained for the City and for the new Plan."

The Mayor closed the event by inviting the students, their teachers, and staff from the School Boards and

from the City, to be his guests for lunch in the Members' Lounge.

**Kidsviews Exhibition**

The presentation to Council and luncheon was a prelude to the official opening of the Kidsviews Exhibition.

From May 7-18, 1990, the City Hall Rotunda was transformed into a colourful art gallery of more than 200 paintings, drawings, posters, murals, models, plans, and essays.

The exhibition contained six colour-coded themes: Neighbourhoods and Housing, Transportation, the Environment, Parks and Public Spaces, Toronto Today - Toronto Tomorrow, and What I Like Best in Toronto.

Due to the overwhelming response and the limited space available at City Hall, participating classrooms were each limited to five submissions. A review committee, which included an artistic co-ordinator and City and Board staff, selected from these submissions, based on the artistic merit of the work and its relevance to the Official Plan.

Quotes from the Write On! survey were interspersed with the art work. A large, eight-foot sample survey was included, along with magic markers, enabling visitors to indicate what they like and dislike about Toronto. Taped interviews with street kids were played. A computer display illustrated students' waterfront planning scenarios. The three table-top models constructed with Lego blocks were major attractions.

The Exhibition's location, on the main floor of City Hall, helped accomplish one of the initiative's primary objectives: to show municipal planners, politicians and citizens of Toronto that young people have worthwhile ideas about their City's future, and that they are capable of articulating those ideas.

The Exhibition illustrated that young Torontonians are concerned about their future, particularly with regard to the environment. In words and pictures, they called for more green spaces and affordable homes downtown, fewer cars, controls on growth and waste, safer neighbourhoods, and a more caring society.

"I NOW HAVE A BETTER UNDERSTANDING OF CITY PLANNING AND A LOT MORE RESPECT FOR THE DIFFICULTIES THE CITY FACES AS IT MAKES ITS PLANS FOR THE FUTURE."

THE CATHOLIC REGISTER

## 11

## Lessons learned from Kidsviews: Observations and recommendations

"I WOULD TRY to GET A Little money FROM THE RICH people AND Give it to the YOUNG POOR Kids FOR them to HAVE A Good education."

Kidsviews was advertised as being "six ways our young people can teach us how to make Toronto a better place". The quality of the feedback received as a result of this initiative confirmed that we can indeed learn much from the young.

The Kidsviews project produced a wealth of stimulating ideas and many practical suggestions. It focused peoples' attention on the City's future and the need for well-considered responses. Among both participants and observers, it rekindled a belief in the City's future, and in our ability as citizens to address our problems, while building on our strengths.

Participating teachers said that Kidsviews' activities developed their students' understanding of municipal government and the complex process of making a city work. Many teachers remarked that their students would benefit from additional study of how a city functions, and related issues.

It has been suggested at both School Boards that staff responsible for developing curriculum work with City employees to enrich the existing curriculum in the area of municipal affairs.

Development of such materials could help students gain a better understanding of the form and nature of their City. An objective would be to make students more aware of how the residential, commercial, and industrial functions

THE CATHOLIC REGISTER

The Catholic Register

of a city relate to each other, and how this relationship determines what gets built, and ultimately, the City's character.

Process and scheduling might be:

- In the fall of 1990, the Social Studies Department of the Toronto Board of Education and the Metropolitan Separate School Board would propose the project in the fall curriculum budget.
- If approved, curriculum would be written in the summer of 1991, and implemented in September, 1991.

The materials included in the appendices of this report could serve as a resource for teachers who wish to pursue the themes and methods developed during the Kidsviews exercise. The City is encouraging teachers to use these materials as curriculum aids, until the municipal affairs curriculum is changed, as outlined here.

The Kidsviews project is an important part of the ongoing Cityplan '91 review. The views expressed by students and street youths have reinforced planning staff thinking that affordable housing, the amount and quality of development andgreen space, traffic congestion, and the environment, are concerns of all Torontonians.

On completion of their final report to City Council, Planning and Development Department staff will send a brief to students and educators, explaining how their ideas helped shape the Official Plan.

Encouraged by the success of Kidsviews, and the positive feedback received from participating teachers and young people, the Planning and Development Department is recommending that a Young People's Advisory Board be established. Modelled after similar successful ventures in Seattle and Edmonton, this body would serve as an ongoing forum; a means whereby the City's young people could express their special needs, concerns, and interests, and explain to those responsible for the City's well-being, the pleasures and problems of growing up in Toronto. Municipal plans and policies that directly affect youth would be presented to the Young People's Advisory Board for review, consideration, and comment.

More than a sounding board and evaluating body, the Board would also play an important advocacy role -- identifying and helping to formulate municipal policy directions in areas that are relevant to young people. It is envisaged that this body could contribute to discussions on issues ranging from determining the quantity and quality of park space and community facilities and programs, to reducing gang violence, drug use, and racial tensions.

"If you HAVE
A city tHAt's
Not A plAce
wHeRe cHildReN
Like to Live,
eveNtuAlly it
BecoMes A
plAce wHeRe
ADults will
Not like to
Live."

# Kids asked how Toronto can be friendlier

Move over Art

## She'll be Mayor for a day

By Michele McLean

## Toronto seeks children's on making city safer, fr

Continued from page A1

It is proposed that the Young People's Advisory Board meet on a regular basis, and that it would report to City Council. Its membership would consist of representatives of City Council, both boards of education, staff from Planning and Development, but most importantly, a broad cross-section of students and street youth.

It is recommended that a small focus group of young people meet to consider the membership, structure, and role of the Board. The tasks to be undertaken by this focus group would be determined by Planning staff, in consultation with the school boards and representatives of community agencies who deal with street kids.

The Young People's Advisory Board would be struck following consultations with those City committees and task forces which deal with issues that concern Toronto's youth, e.g. the Mayor's Task Force on Drugs, the Safe City Committee, the Healthy City Office, etc. The goal of this consultation would be to avoid or eliminate overlaps and maximize opportunities for interaction and co-ordinated undertakings.

The Young People's Advisory Board and the curriculum development proposals outlined in this report build on the momentum of the Kidsviews initiative, and respond to the needs that were voiced by the young people and educators who made Kidsviews a success.

City Hall prides itself on being both responsive and accessible, and for the most part this is true. However, the segment of our society with the greatest stake in the future -- our youth -- has rarely been consulted on decisions that affect the quality of life they will inherit.

Kidsviews has shown that young people are worried about the future. They feel shut out of the decision-making process at City Hall. They rightly believe they can contribute worthwhile and workable suggestions. Establishing the Young People's Advisory Board will send a clear signal to the City's youth that making Toronto a better city is *everyone's* responsibility, and that City Hall welcomes their input.

A catalyst for creative problem-solving, the Board will also provide the City's youth with a real-life "classroom", where they can learn first-hand political and planning realities.

Exposure to the workings of civic government will teach young people about the importance of balancing resources and needs, and of the role individuals can play in making Toronto more liveable. As a result of this exposure, young people will become more aware of their responsibilities as citizens, and City Hall will not only become more accessible, but will also benefit from fresh, new viewpoints.

"It is very important to involve youth in planning our city."

City planners ask for

By Laura Morrison

Kids speak for future in Toronto's city plan

City presen
kids views

## Recommendations

It is recommended:

1. That City Council endorse developing a unit of study in municipal government entitled *The Toronto Community*, for Grades 4 in the City of Toronto, and that City staff be authorized to participate in developing this curriculum jointly with the Toronto Board of Education. The program would be designed to facilitate understanding about different activities in the City, e.g. residential, commercial, industrial, etc., and how these activities affect and shape the City's organization and character. The program would also develop ideas about how to create an environmentally "healthy" City.

2. That City Council endorse the enrichment of the optional urban studies program for Grades 11 and 12 at the Toronto Board of Education, and that City staff be authorized to participate in developing this curriculum jointly with the Toronto Urban Studies Centre of the Toronto Board of Education. This program would be based on the approved Offical Plan.

3. That City Council endorse the development of curriculum in environmental and industrial design, under the aegis of Visual Arts, for secondary school students, and that City staff be authorized to participate in developing this curriculum jointly with the Toronto Board of Education.

4. That City Council endorse the development of core curriculum in municipal governments to enrich the Grade 4 program in the separate school system, *"Let's Explore Metropolitan Toronto"*, and that City staff be authorized to participate in developing this curriculum jointly with the Metropolitan Separate School Board.

5. That City Council endorse developing core curriculum in municipal government to enrich the compulsory *Locality Studies* program written for Grade 7 students across Metropolitan Toronto, and that City staff be authorized to participate in developing this curriculum jointly with the Metropolitan Separate School Board, using the 1991 Official Plan as a reference.

6. That in principle, Council support forming a Young People's Advisory Board, to provide a vehicle for Toronto's young people to express to Council their needs, concerns, and interests, and that the Executive Director of the Management Services Department be requested to report, in consultation with the Young People's Focus Group and the City Clerk, options for the Board which would include its structure, membership, role, mandate, and budget.

"THANK YOU VERY MUCH FOR LISTENING AND HOPEFULLY CONSIDERING OUR IDEAS."

# Appendices

**Appendix A**
Advisory Board Membership List

**Appendix B**
Participation

**Appendix C**
Citytalk Conference Program and Participants

**Appendix D**
Students Plan Toronto

**Appendix E**
Development Game Curriculum Guide

**Appendix F**
Sample Questionnaire for School Board Students

**Appendix G**
Sample Questionnaire for Street Kids

# APPENDIX A

(adbd.jm)

## KIDSVIEWS ADVISORY BOARD

### City of Toronto

John Gladki - Director, Policy and Strategic Planning Division, Planning and Development Department

Judy Matthews - Planner and Project Co-ordinator, Cityplan '91 Office, Planning and Development Department

### Toronto Board of Education

John Botterell - Co-ordinator, Visual Arts, Curriculum and Program Division

Olivia Chow - Trustee

Lionel Ferguson - Superintendent of Planning

Arlene Tanz - Co-ordinator, Social Studies, Curriculum and Program Division

### Metropolitan Separate School Board

Sharon Deavitt - Primary Junior Resource Teacher

Al Laurin - Superintendent of Education

Barbara Poplawski - Trustee

Monica Zimmermann - Visual Arts Resource Teacher

### Community Agencies

Tony Caines - Youth Worker, Youthlink - Inner City

Mike Faye - Executive Director, Central Toronto Youth Services

Byron Stevenson - Youth Co-ordinator, Central Neighbourhood House

# APPENDIX B

Cityplan '91

## KIDSVIEWS'/YOUTHVIEWS' PROJECTS: PARTICIPATION BREAKDOWN*

* As of March 7, 1990  
+ Numbers of students based on average class size of 30

| Project | Metro Separate School Board | Toronto Board of Education | Timing/Location |
|---|---|---|---|
| *Art Says* | 19 schools,<br>1,290 students | 24 schools, +<br>780 students | Starts Feb. 26,<br>concludes April 6, '90 |
| *A Model City* | to be determined | 4 schools,<br>100 students | 9 a.m.- 3 p.m.,<br>Friday, May 4<br>and Saturday May 5, '90,<br>City Hall Rotunda |
| *Write On!* | 14 schools,<br>845 students | 39 schools,<br>1,117 students | Starts Feb. 26,<br>concludes April 20, '90 |
| *The Development Game* | to be determined | 30 schools,<br>1,500 students | April, '90 |
| *Students Plan Toronto* | 21 schools,<br>1,740 students | 10 schools,<br>300 students | Starts Feb. 26,<br>concludes April 12, '90 |
| *Citytalk* | to be determined | 12 schools,<br>200 students | 9 a.m.- 3 p.m.,<br>Wednesday, April 4, '90,<br>City Hall Council Chamber |

**Total student participation: 7,872** **Total school participation: 100 (estimate)**

*Beat The Street* will involve approximately 30 young people living a marginal existence in variations of *Art Says*, *Students Plan Toronto*, and *Citytalk*.

*Youthlink--Inner City* will poll 100-plus homeless youths in a version of the *Write On!* survey that reflects concerns of young people living on Toronto's streets.

# APPENDIX C

# citytalk

## A STUDENTS' CONFERENCE ON TORO O'S FUTURE

**WEDNESDAY,
APRIL 4, 1990
TORONTO
CITY HALL**

This one-day conference is an opportunity for 200 secondary school students and their teachers to participate in Cityplan '91, the process underway to revise the Official Plan for Toronto's Central Area.

**PROGRAMME**

| | | |
|---|---|---|
| 8:45 a.m | Rotunda, City Hall (ground floor)<br>**REGISTRATION** | |
| 9:00 a.m. | Council Chamber, City Hall<br>**WELCOME:** Mayor Art Eggleton | |
| | **REMARKS:** Tony Silipo, Chair, Toronto Board of Education<br>Councillor Liz Amer, Co-Chair, Cityplan '91 Task Force | |
| 9:30 a.m. | **KEYNOTE ADDRESS:** The Honourable David Crombie, P.C.,Commissioner,<br>The Royal Commission on the Future of Toronto's Waterfront | |
| 10:00 a.m. | **NUTRITION BREAK** | Members' Lounge, City Hall |
| 10:15 a.m. | Morning Workshops Commence<br>(Discussions of Issues with Resource People) | |
| | **1. HOUSING WORKSHOP:**<br>*Who is going to live in the City?*<br>Resource Person: Richard Tyssen, Property Development Co-ordinator, Co-op Housing Federation of Toronto | 112 Elizabeth Street<br>(West side, behind City Hall) |
| | **2. TRANSPORTATION WORKSHOP:**<br>*Cars, bikes and the TTC*<br>Resource Person: Dr. Richard Soberman, Professor, Department of Civil Engineering, University of Toronto | 75 Elizabeth Street<br>(East side, behind City Hall) |
| | **3. DOWNTOWN GROWTH WORKSHOP:**<br>*How high is the sky?*<br>Resource Person: Z. John Gladki, Acting Director, Policy and Strategic Planning Division, City of Toronto Planning and Development Department | Council Chamber, City Hall |
| | **4. OLYMPIC WORKSHOP:**<br>*One stadium, 10 community centres, or 100 parks?*<br>Resource Person: Phyllis Berck, Public Participation Consultant, City of Toronto Olympic Task Force | Members' Lounge, City Hall |
| | **5. WATERFRONT WORKSHOP:**<br>*On the Waterfront*<br>Resource Person: Noreen Dunphy,<br>Housing Consultant, The Royal Commission on the Future of Toronto's Waterfront | Committee Rcom No. 4,<br>Second Floor, City Hall |
| | **6. ENVIRONMENT WORKSHOP:**<br>*Eating and breathing: what are the options?*<br>Resource Person: Chris Winter, Research Director,<br>The Conservation of Ontario | East Lounge,<br>Council Members' Offices,<br>Second Floor, City Hall |
| | **7. SOCIAL ISSUES WORKSHOP:**<br>*Who gets to be poor?*<br>Resource Person: David Kidd, Adult Program Co-ordinator, Central Neighbourhood House | West Lounge,<br>Council Members' Offices,<br>Second Floor, City Hall |
| | **8. COMMUNITY SERVICES WORKSHOP:**<br>*Patch it or prevent it?*<br>Resource Person: Dr. Michael Rachlis,<br>Community Health Consultant, City of Toronto Board of Health | 19th Floor Conference Room,<br>East Tower, City Hall |
| | **9. DOWNTOWN EMPLOYMENT WORKSHOP:**<br>*Upstairs, downstairs: Where do we work?*<br>Resource Person: John Hughes,<br>Partner, Hemson Consulting Ltd. | Committee Room No. 1,<br>Second Floor, City Hall |
| | **10. URBAN DESIGN WORKSHOP:**<br>*Moving Freddie off Elm Street*<br>Resource Person: Joe Springer, Professor, School of Urban and Regional Planning, Ryerson Polytechnical Institute | Committee Room No. 5,<br>Second Floor, City Hall |

11:45 a.m. **LUNCH**
Members' Lounge, City Hall

12:30 p.m. Afternoon Workshops Commence
(Continued Discussion of Issues with different Resource People)

| | |
|---|---|
| **1. HOUSING WORKSHOP:**<br>*Who is going to live in the City?*<br>Resource Person: Peter Kellner, President, Kellner Fine Homes | 112 Elizabeth Street |
| **2. TRANSPORTATION WORKSHOP:**<br>*Cars, bikes and the TTC*<br>Resource Person: Daniel Egan, Bicycle Planner, City of Toronto Planning and Development Department | 75 Elizabeth Street |
| **3. DOWNTOWN GROWTH WORKSHOP:**<br>*How high is the sky?*<br>Resource Person: Roslyn Houser, Partner, Goodman and Goodman, Barristers and Solicitors | Council Chamber, City Hall |
| **4. OLYMPIC WORKSHOP:**<br>*One stadium, 10 community centres, or 100 parks?*<br>Resource Person: Michael Shapcott, Co-ordinator, Bread Not Circuses Coalition | Members' Lounge, City Hall |
| **5. WATERFRONT WORKSHOP:**<br>*On the Waterfront*<br>Resource Person: John Jung, Director of Planning and Development, The Toronto Harbour Commissioners | Committee Room No. 4, Second Floor, City Hall |
| **6. ENVIRONMENT WORKSHOP:**<br>*Eating and breathing: What are the options?*<br>Resource Person: Charles Ferguson, Director, Environmental Affairs, Inco. Ltd. | East Lounge, Council Members' Offices, Second Floor, City Hall |
| **7. SOCIAL ISSUES WORKSHOP:**<br>*Who gets to be poor?*<br>Resource Person: Suzanne Carroll, Co-ordinator, Child Poverty Action Group | West Lounge, Council Members' Offices, Second Floor, City Hall |
| **8. COMMUNITY SERVICES WORKSHOP:**<br>*Patch it or prevent it?*<br>Resource Person: Pat O'Connor, Co-ordinator, Toronto Association of Neighbourhood Services | 19th Floor Conference Room, East Tower, City Hall |
| **9. DOWNTOWN EMPLOYMENT WORKSHOP:**<br>*Upstairs, downstairs: Where do we work?*<br>Resource Person: Jody Orr, Executive Director, Social Planning Council | Committee Room No. 1, Second Floor, City Hall |
| **10. URBAN DESIGN WORKSHOP:**<br>*Moving Freddie off Elm Street*<br>Resource Person: Joe Berridge, Principal, Berridge, Lewinberg, Greenberg, Inc. | Committee Room No. 6, Second Floor, City Hall |

1:15 p.m. Simulations and formulating positions on issues in groups

2:30 p.m. Debriefing

2:45 p.m. **PLENARY SESSION** Council Chamber, City Hall
Position papers presented to the Mayor. Evalution of the day

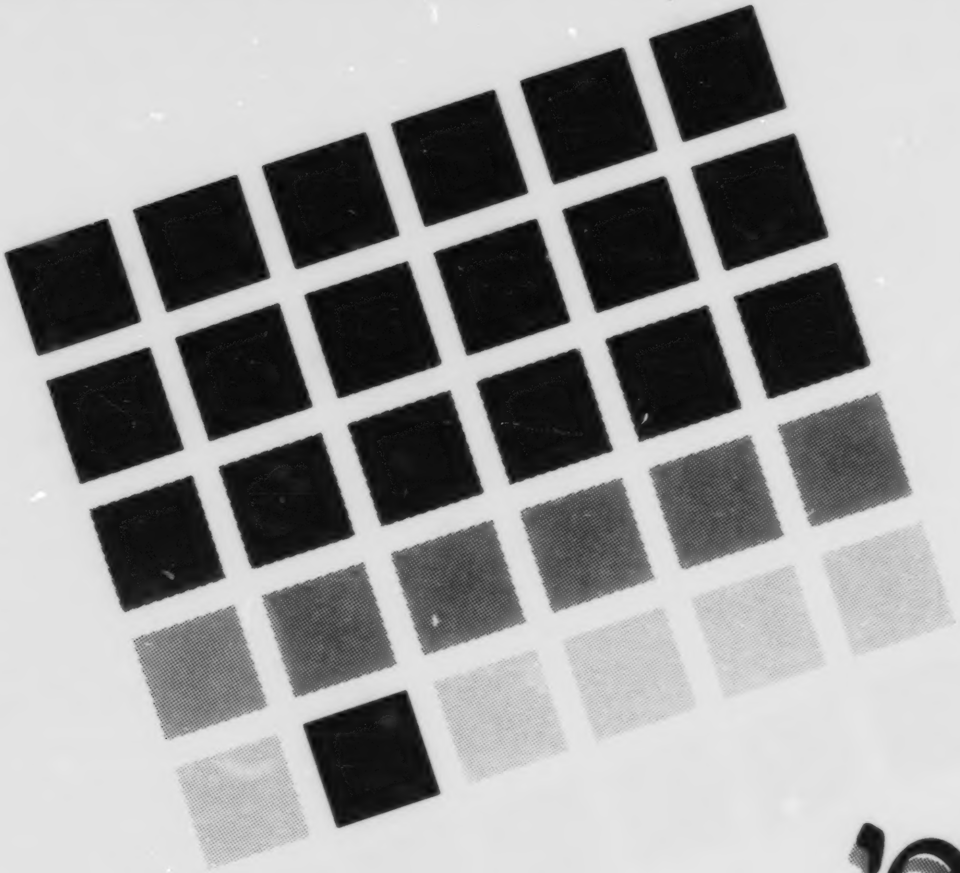
3:00 p.m. Closure

| **WORKSHOP FACILITATORS** | STUDENT FACILITATORS (From Northern Secondary School) | TEACHER FACILITATORS |
|---|---|---|
| HOUSING WORKSHOP | Evalyn Parry | Jim Stevenson, Malvern C.I. |
| TRANSPORTATION WORKSHOP | Patrick Winter | Jim McCully, Jarvis C.I. |
| DOWNTOWN GROWTH WORKSHOP | Matthew Brown | Wayne McIlmoyl, Danforth Technical School |
| OLYMPIC WORKSHOP | Dean Kneider | Don Sutherland, Jarvis C.I. |
| WATERFRONT WORKSHOP | Kaarina Wong | Sonia Halloran, Eastern High School of Commerce |
| ENVIRONMENT WORKSHOP | Emma Stephens | Rosalie McCreadie, Monarch Park C.I.and Liz Stark, Riverdale C.I. |
| SOCIAL ISSUES WORKSHOP | Claire Cameron | Phil Pyatt, Jarvis C.I. |
| COMMUNITY SERVICES WORKSHOP | Natasha Greenberg | Howard Stanfield, Humberside C.I. |
| DOWNTOWN EMPLOYMENT WORKSHOP | Jen Green | John Clark and Bob McCraney, Oakwood C.I. |
| URBAN DESIGN WORKSHOP | David Warren | Gord Robinson, Monarch Park C.I. |

**STUDENT CONFERENCE ORGANIZING COMMITTEE:** Ted Lea, Malvern C.I. (History), Chair, Gib Goodfellow, Geography Consultant, Judy Tinning, Northern Secondary School (History), Trustee Olivia Chow, Toronto Board of Education, Judy Matthews, Cityplan '91

Sponsored by the City of Toronto Planning and Development Department,
Robert E. Millward, Commissioner, and the Toronto Board of Education

# APPENDIX D



# Cityplan '91

**Toronto Board of Education**

**Liz Stenson**

**M.S.S.B.**

**Sharon A. Deavitt**

**Cathy Hesch**

# Come to Toronto !

There are many reasons that people come to Toronto. Some come as tourists, some to do business, some to visit family and friends and some to work and reside. These people need information about our city.

**Design a brochure for people who are coming to Toronto....**

People who are coming for different reasons need different kinds of information. Choose one group from among **tourists and visitors, business people** and **new residents.**

Think about what it is important for the people you have chosen to know about the city.

Think about what makes a brochure interesting and attractive.

What shape could it take ? What kind of illustrations could you use ?

You might like to do a layout of your brochure before you do your final work. This is how real graphic artists work.

It might help if you collect some other kinds of brochures and have a look at them before you begin.

# INTRODUCING KIDSPLAN

## Cityplan '91

Each city is governed by a city plan, which is called the city's charter. A **charter** is a set of guidelines and policy statements which are used as a guide for the city's future.

City planners are presently working on renewing Toronto's charter. They want to make Toronto a safe, healthy and friendly place to live. Students in schools as well as street kids will be asked to help draw up the new official blueprint, Cityplan '91.

## All About Kidsplan Toronto

The kit provides a collection of ideas for involving your students in writing about Toronto. You might choose to do one or all of the activities.

There will an exhibition of the art and writing projects of the Toronto students at City Hall, May 7 to 18. You may submit your children's work for consideration in the display.

The final product may take many forms; essays, letters, booklets, poems, graphs, posters, charts and/or models. (Models will not be eligible for City Hall display.)

Submissions for display at City Hall should be sent as follows by April 12, 1990:

**City of Toronto School Board**: to Liz Stenson, North Education Office

**Metropolitan Separate School Board:** to Sharon Deavitt, Toronto Field Center.

All materials not used in the display will be returned; every effort will be made to return materials used in the display.

# Create Your Own City Charter

In 1991 the members of the City of Toronto Council will be amending Toronto's Cityplan. They want to hear your ideas of how the city should be developed. A charter is a set of rules and plans to guide the city's future.

Some of the areas to include in your charter are:

- housing
- transportation
- parks & recreation
- the environment
- public buildings
- the waterfront

You may wish to form groups and have each group work on one of the topics or you might each choose your own individual topic. You will be working just like city planners do.

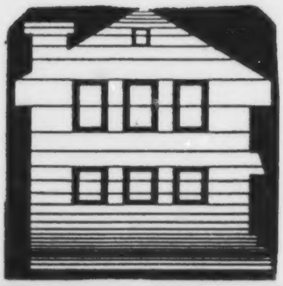
Your final product should be in a booklet or binder divided into sections for each topic. Your charter should have a cover; perhaps each topic could have a separate title page. You could use drawings, designs, photos, graphs or charts to illustrate your charter.

☞ Don't forget as city planners to include your names and information about yourself or your school.

# Create Your Own City Charter: Housing

Here are some ideas to consider when you write your suggestions on housing for the charter:

- What are some of the types of housing we now have in our city eg. single family dwellings, condominiums ?
- What are the housing problems faced by our city ?
- What should we be doing in the future to improve the housing situation ?
- What can be done about overcrowding ?
- How can we help those who cannot afford the high cost of housing ?
- Can you think of new kinds of housing ?



# Create Your Own City Charter: Transportation

Here are some ideas to consider when you write your suggestions on transportation:

- What are Toronto's traffic problems?

- How can we ease traffic congestion?

- How can people be discouraged from driving downtown?

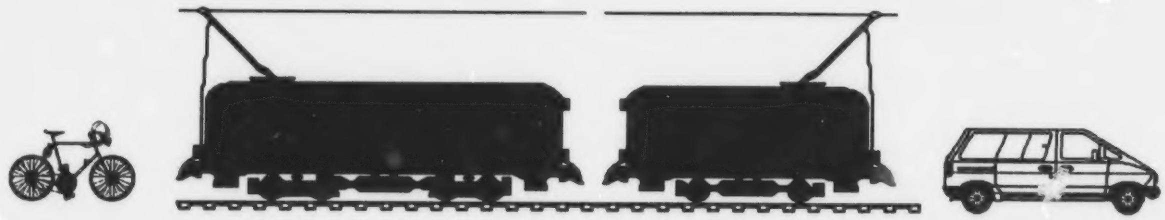
- Should traffic be kept out of residential areas ?

- Should Toronto have more or fewer one-way streets?

- How can the T.T.C. be made better?

- Should there be more parking lots ? Where should they be ? If yes, what should be torn down so they could be built ?

- Would available funds be better used to build more roads or more public transit ?



Cityplan '91

# Create Your Own City Charter: Parks & Recreation

Here are some ideas to consider when you write your suggestions on parks & recreation:

- How many parks does Toronto have and where are they ?
- Do we need more parks ?  Where should they be ?
- How would the city acquire the land for more parks ?
- Do our existing parks need more facilities ? What kind ?
- What are some rules that should govern the use of parks ?
- How can our recreation centers be improved ?

A good book to look at to help you with some ideas is
**Who Goes to the Park ?,** Warabe Aska, Tundra Books, 1984.

You might like to include in the charter your design of an ideal park.

Cityplan '91

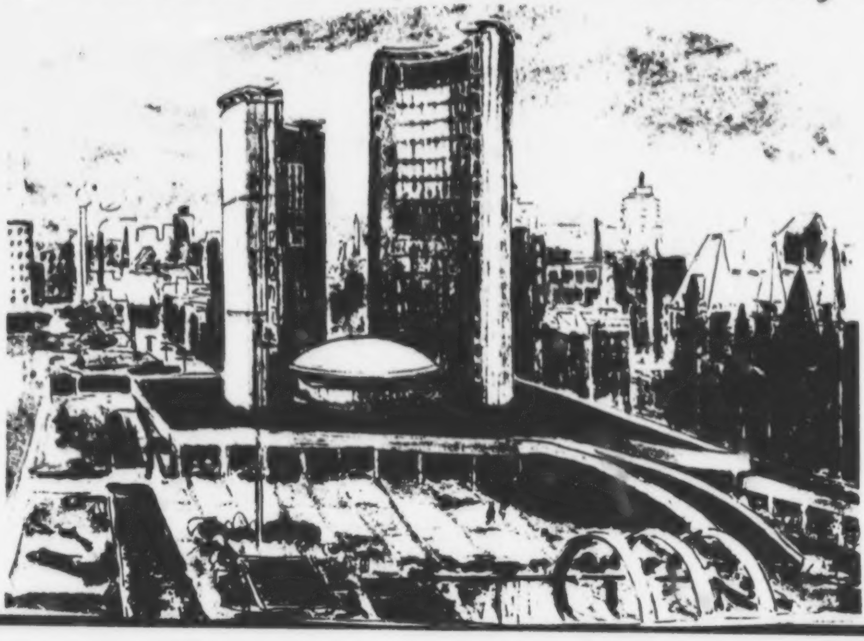
# Create Your Own City Charter: The Environment

- What are Toronto's environmental problems ?
- What are our waste management problems ?
- What are we presently doing about waste management and recycling ? How does your family use the blue box ?
- How can we encourage more people to take care of our environment by using their blue boxes, conserving water, composting and reducing litter ?
- What are our river systems ? What are their problems ? What can be done about these problems ?

# Create Your Own City Charter: Public Buildings

Here are some ideas to consider when you write your suggestions for public buildings:

- What is a public building ?
- What are they used for ?
- What are some of Toronto's public buildings?
- Do we need more public buildings ? If so, what kind?
- Where should they be built ? Who should pay for them ?
- Who should decide when public buildings should be saved ? What should they consider when they decide ?

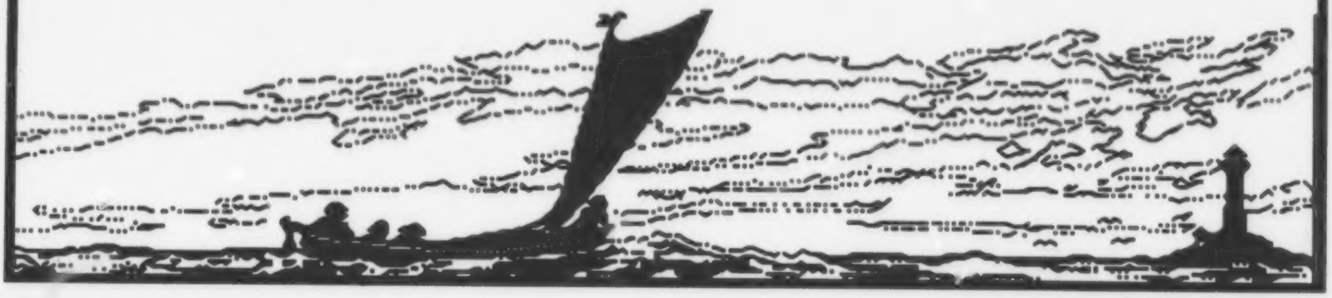


Cityplan '91

# Create Your Own City Charter: The Waterfront

Here are some ideas to consider when you write your suggestions for the waterfront:

- How is our waterfront being used ?
- How much of our waterfront can be used by all the citizens ?
- How should the waterfront be developed in the future ?
- Should private citizens and companies be allowed to own and develop land along the waterfront ?
- Should the Toronto islands be left as they are ? How would you like to see them changed ?
- Should a tunnel or bridge be built to the island ?
- Should people who live on the islands be allowed to stay ?



# Toronto...A City For ALL the People ?

Most of us who live in Toronto can go just about anywhere we wish and enjoy all that the city has to offer. For some citizens, however, there are many places they cannot visit, and much that they cannot enjoy. Perhaps because there are no ramps for their wheelchairs. Perhaps they cannot hear well enough to enjoy a concert in the park.

**Think about those citizens who are not so fortunate as most of us. How can Toronto be made a friendlier, safer city for all of them ?**

Below are listed some topics you might think about.
Make a list of these topics on a large chart and work with a partner or a group to make a list of your ideas of what could be done to make things better.

Transportation
Street Safety
Housing
Entertainment
Restaurants
Education
Places of Business
Parks

Once you have your ideas ready, choose a way to present them.
Here are a few ideas; perhaps you can think of others:

- Write a letter to the Mayor and City Council
- Make a poster.
- Make a chart on which your ideas are clearly presented; include illustrations.
- Write a letter to the editor of a newspaper.
- Write a speech.

# A Citizen's Code of Behaviour

Long ago in medieval times, when a squire was knighted, he took an oath to uphold a code of behaviour which was known as chivalry. Here are the things he promised:

- To be a Christian and obey the church
- To defend the weak
- To love his country
- To refuse to retreat from the enemy
- To obey his king
- To tell the truth and keep promises
- To be generous
- To fight for right and good against evil

Talk about these rules. Do they make a good code of behaviour for modern times ? What other groups have a code of behaviour ? (eg.Scouts, Guides)

What rules might be included in a code of behaviour for the citizens of Toronto ? How should good citizens behave ?

**Write a code of behaviour for the citizens of Toronto.**

One good way of doing this would be to divide into groups and have each group think of all its ideas. Later you can put your ideas together to make one code of behaviour on which you all agree.

You might like to put your code on a scroll or poster and decorate it with illustrations.

You might also like to try writing some other codes of behaviour for: teachers; students; principals; pet owners; drivers; cyclists; neighbours; friends; parents; sisters and brothers.

Try writing a code of behavior for the Mayor and Council !

# A City of Neighbourhoods

Toronto has been called a city of neighbourhoods.
Talk about what makes a neighbourhood.
What is your neighbourhood called ?
What are some of Toronto's neighbourhoods ? Can you locate them on a map of Toronto ? What are they known for ?

**Choose one neighbourhood to focus on. It should be one you know fairly well so you might like to choose your own.**

Make a big chart like this one for each group of you and work together to complete the chart. Later you can compare your ideas.

Our Neighbourhood

Things We Like:

Some of Our Problems:

What We Would Like to Change:

There are several ways to you could present your information.

- Choose a block in your neighbourhood and make a streetscape using mural paper. Draw or use cut paper to add the buildings. Try to use many kinds of materials to make your mural interesting and attractive.
- Make a booklet about your neighbourhood using the information headings from the chart. Be sure to include illustrations.
- Write a fictional story where the setting is your neighbourhood. Perhaps it could be a mystery or adventure story.
- Design a street sign for your neighbourhood.
- Make a poster about your neighbourhood.

# Kidsplan Poems

**Write a shape poem about Toronto.**

Think of an interesting Toronto shape onto which to put your poem. You might choose the CN Tower, the Skydome or an outline map of the city.

**Write an acrostic poem about Toronto.**

Write one word or phrase for each letter of some 'Toronto' words. For example: CN Tower, CasaLoma, Fort York, islands neighbourhoods, Harbourfront etc.

**T**ERRIFIC
**O**NTARIO
**R**EAL
**O**NLY ONE
**N**EIGHBOURLY
**T**RULY
**O**PEN-HEARTED

**Write a cinquain about Toronto.**

Make 3 word lists;
List A - words that describe, eg. clean, safe, healthy, wonderful
List B - words ending in 'ing', eg. walking, growing, laughing, speeding, driving
List C - phrases that tell about Toronto, eg. a lively city,a tall city

Here is the formula to help you write your poem using the words from your lists:

Line 1 - 1 word from List A

Line 2 - 2 words from List A

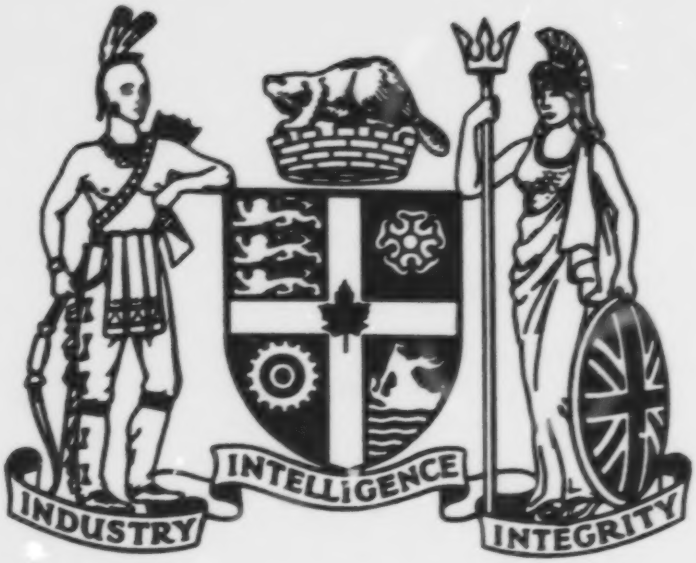
Line 3 - 3 words from List B

Line 4 - 1 phrase from List C

Line 5 - write the word 'Toronto'

**TORONTO**
Clean,
Safe, healthy,
Laughing, speeding, growing,
A tall city,
Toronto !

# Coat of Arms



This is the Coat of Arms for the City of Toronto. Examine it.
Think about the meanings of the symbols.

What is the flag in the bottom right corner ?
Why is a native person included ?
Why are the crown and beaver included ?
What does the gear in the shield stand for ?
What do the words 'industry', 'intelligence' and 'integrity' mean ?

**Design a new coat of arms for the city. Pick symbols which will show the Toronto of today and tomorrow.**

Include a legend explaining the reasons why you chose those symbols.

# Toronto...100 Years From Now !

It is Toronto. It is the year 2090, and there you are.
What do you see ?

Is Yonge St. just as busy, or have they found a way to solve our traffic problems ?

What is the waterfront like ? Is it crowded with tall buildings or is it a beautiful expanse of parkland ?

Do people still live in houses, or have they all been replaced by hi-rise apartments ?

Is there lots of green space or has all the land been covered with parking lots and buildings ?

**Think of one part of Toronto and what it might be like in the year 2090.**

Work individually or in groups to create a picture of one area or feature of Toronto and how you think it will look 100 years from now.

All the pictures could be onto mural paper to make one huge mural; or you could assemble them to make a big book.

Cityplan '91

# CITYPLAN '91:
# HELP SHAPE TORONTO'S FUTURE

*The Official Plan, the policy guide for development in the City's Central Area, expires in 1991. The process of moulding a new Official Plan for approval by Toronto City Council in mid 1991 is underway. The outcome of this process will influence how downtown land will be used and how municipal resources will be applied in the 1990s and beyond.*

*Cityplan '91 will help determine how liveable -- and workable -- Toronto remains. And how well prepared we are to cope with the many challenges the new century will bring.*

*It will influence the size, shape and location of homes, offices, factories, stores and parks, and where hospitals, schools, roads, sewers and other essential services will be located.*

*The Plan will also help determine the quality of our environment, the availability of jobs, the level of support for the arts, and the preservation of our architectural heritage.*

*Through the Plan we can manage growth and address pressing problems, such as affordable housing, traffic congestion, and pollution.*

*The Official Plan is more than a collection of zoning rules and regulations. Think of it as a sort of road map, a guide our elected officials will follow when steering a course for our City's future. It's up to us -- everyone who lives and works in the City -- to help make sure the politicians and the planners are headed in the right direction.*

**YOUR CITY YOUR FUTURE**
**MAKE IT YOUR PLAN!**

Cityplan '91

# What's Happening!

- CITYTALK – *an opportunity for students to debate current and future issues concerning the development of Toronto (secondary schools)*
- THE DEVELOPMENT GAME – *a group simulation of the process of urban development (secondary schools)*
- LEGO PROJECT – *an urban design exercise (secondary schools)*
- WRITE ON! – *a survey giving young people an opportunity to speak out about their city*
- KIDS' PLAN – *writing activities which challenge students to rewrite the city charter and to think about and plan Toronto's future*
- ARTSAYS – *a visual record of children's observations and reflections about the city*

# WRITE ON !

It is so easy to make a simple wish list! If we did not set some restrictions, our list would be very long. simply because we want it all! Who does not want a happy, safe, healthy, convenient and economical city?

When writing submissions on any of the topics suggested, perhaps students should also consider the following questions: Are the ideas short-term or long-term? Are the ideas beneficial to all humans or only a specialized group? Are the ideas beneficial to only humans or to all living things?

Another concept that students sometimes forget is that with all rights and benefits come many responsibilities.

It is one thing to write about what our city once was or is now. We also ask students to think about what it could/should be. What kind of city do we want? What kind of Toronto would be best for the entire province or country? Consideration should also be given to the fact that decisions made, and actions taken, here often have an impact on the whole world or at least many other parts of it.

The writing submissions may be in any form of poetry or prose. The submission may be about our past or present, but it is hoped that the real focus of most submissions will be the future.

Teachers of any subject area should feel free to use topics from any of the suggested lists provided. The lists of ideas have been divided into various subject areas to help students relate the future of our city to the specific subjects they are studying.

# HISTORY/HUMANS IN SOCIETY

1. Write a new Charter for the city.

2. Describe the elements you would like to see incorporated into the following items for our city. Be sure to explain why you feel these images or concepts are important.
   (A) Flag
   (B) Banner
   (C) Coat of Arms

3. Write a detailed Code of Behavior for Citizens.
   - rights and responsibilities

4. Describe the negative and/or positive effects of city structure on society.

## GEOGRAPHY/URBAN STUDIES/BUSINESS

1. Describe an overall plan for Metro with a special focus on the City of Toronto. What should be where? Work with general areas, such as industrial, residential and business, or with more specific parts of one of these.

2. Discuss whether the design of buildings are important to the image of the city and/or the efficient functioning of the city.

3. Discuss neighborhoods considering any of the following:
   - what does the concept neighborhood mean?
   - what are positive features of having distinct neighborhoods?
   - What are negative features of having distinct neighborhoods?
   - how can/should neighborhoods be created or disrupted?

4. Discuss the transportation mechanisms of the city.
   - advantages and disadvantages of various modes
   - location, design and regulations

5. Discuss why business and/or industries are attracted to certain cities and why they leave.
   - do we want to discourage or encourage more of these? How?

6. Discuss the immigrants and/or migrants who come to our city.
   - why do they come?
   - how is the city affected by them?
   - what do they contribute to the city?
   - what must the city provide for them?

# ENGLISH/MEDIA

1. Write a piece of creative writing about any aspect of life in our city.
2. Discuss the languages now used in the city.
   - what problems are caused?
   - What solutions could/should be tried to solve these problems?
3. Discuss where written language is used within your community.
   - shoud it be different?
4. Discuss where and how written language is abused in the city.
5. Discuss the functions of neighbourhood newspapers /television programing.

## SCIENCE/ENVIRONMENTAL SCIENCE

1. Discuss our city's solid waste problem and/or possible solutions.

2. Discuss the water filtration process.
   - what does it do or not do?
   - how important is water conservation and how can we achieve it?
   - how should/could changes be made regarding paying for water?
   - what would be the effect of a larger population on our water supply?

3. Discuss our waste water treatment system.
   - how does it work or not work?
   - what are the problems related to storm water management?
   - what would be the effect of a larger population on waste water treatment?

4. Describe the city's parks.
   - what variety of parks exists or should exist?
   - what facilities are available or should be available?
   - what problems are perceived to exist, or really exist, in our parks?
   - how can parks better serve the needs of everyone?

5. Describe urban wildlife.
   - who benefits and how?
   - who is annoyed by it and why?
   - how/why can/should urban wildlife be encouraged /discouraged?

6. Discuss the ideal role of nature in a city.
   - should natural areas be developed, maintained or expanded?

7. Describe human behaviour seen in cities which is harmful to the natural environment and discuss how and why such behaviour should/could be discouraged.

8. Describe the aspects of air quality in cities which are irritating and/or harmful.
   - how can the actions of individuals increase/decrease the problem?
   - what municipal laws are needed to improve air quality?

9. Discuss energy consumption patterns in urban areas and suggest ways to increase energy conservation.

10. Describe noise as it poses a problem and suggest methods of reducing/controlling it.

# APPENDIX E

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**TORONTO URBAN STUDIES CENTRE**
51 LARCHMOUNT AVE. TORONTO, ONTARIO M4M 2Y6
(416) 393-0661

2nd April 1990

Dear
You submitted a request earlier this year for the materials that make up the Development Game activity for the City Plan 91 project. Enclosed you will find the items that are included in the Development Game as follows:

1. Harbour Landscape Pictures - #1-8
2. News Clippings - #1-5
3. The Development Game sheets:
   - Part 1 - Introductory comments
   - Part 2 - Procedure for action
   - Game Map template.

I trust that you and your class will take the opportunity to engage in role playing, and come up with your own distinctive development for the raw land of the eastern Harbour docklands. Should you have any questions please call. I would suggest that you simplify or change elements of the game as you deem necessary; one does not expect that you follow to the letter everything written in the instructions!

We on the Development Game sub committee enjoyed playing the simulation and hope that you and your class find that it is a positive experience.

Sincerely,

Ron Brown

# THE DEVELOPMENT GAME

## (PART 1)

## 1. INTRODUCTORY COMMENTS -

**AIM & OBJECTIVES:**

** To introduce to young people through role playing, the processes by which land is sold, purchased, planned and developed*

** To encourage a better understanding of the iviewpoints taken by various parties involved in the development real life situation*

** To experience a group activity that, when completed, offers a collective image of the participants' individual roles*

** To provide young people with an opportunity to improve interpersonal skills as they roleplay*

**BACKGROUND:**

** Suitable for class groups from 12 - 30 , the optimum numbers being 26-30*

** Appropriate for Grades 8 - O.A.C.*

** Can be supplemented with a variety of urban resource materials*

** Time span is at least one hour, although if desired, the game may be played over an extended period of time.*

**PHYSICAL REQUIREMENTS:**

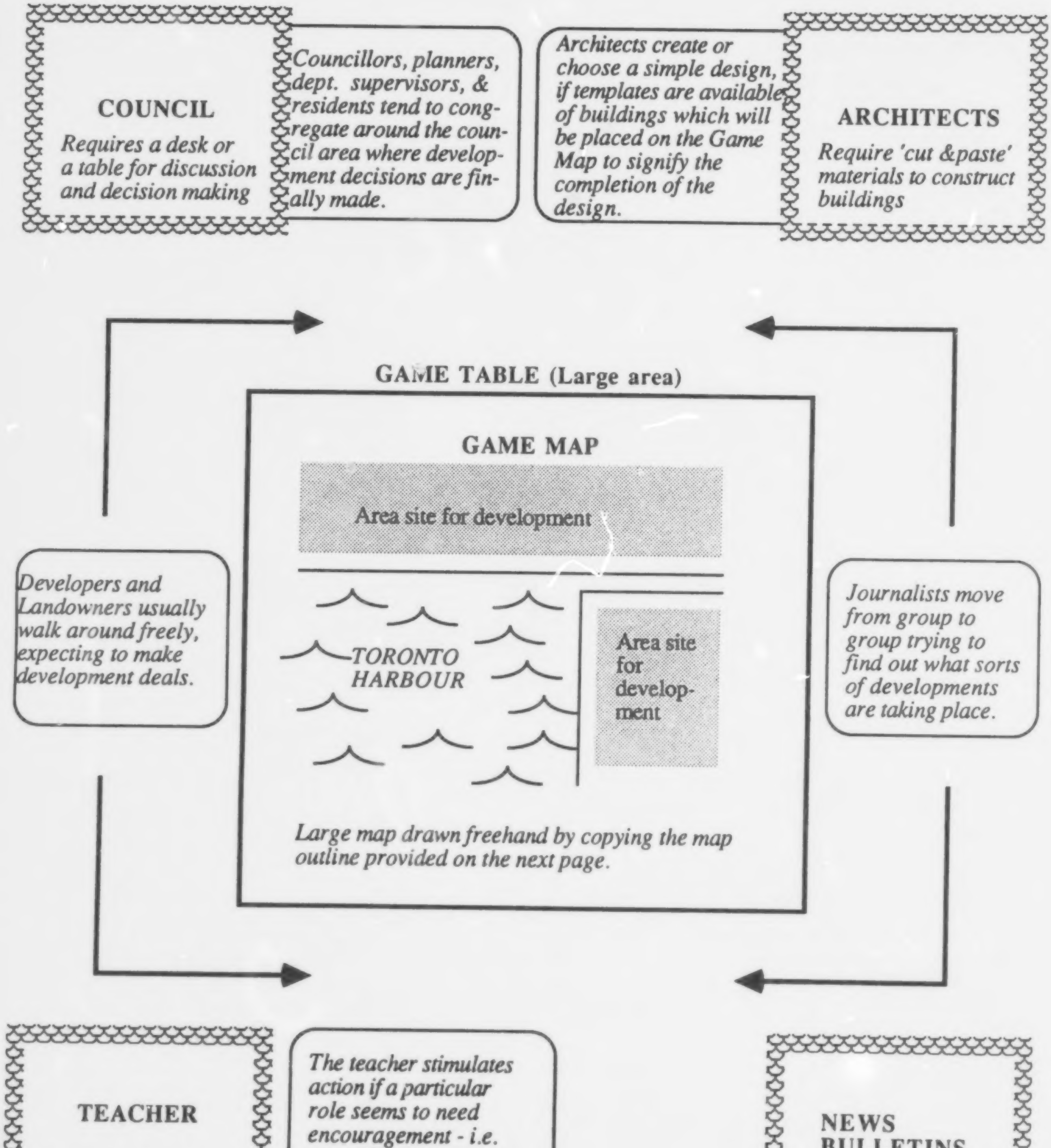
** Large room required for the easy movement of the players, together with a large game map for the land use development .*

** Each role group has an area within the room except for the developers, landowners, and journalists who may wander freely and enter into discussions*

** A large Game Map must be drawn which covers an table area of approximately 2 sq. metres. This map will be representattive of the eastern end of the Harbour - the area chosen to be developed.*

******Please note that this Game, and the Harbour area of Toronto chosen as a Site map, in no way represents the Official Planning policies of either the City of Toronto, or the Province of Ontario******

# 2. ROOM LAYOUT FOR THE GAME



**COUNCIL**

*Requires a desk or a table for discussion and decision making*

*Councillors, planners, dept. supervisors, & residents tend to congregate around the council area where development decisions are finally made.*

*Architects create or choose a simple design, if templates are available of buildings which will be placed on the Game Map to signify the completion of the design.*

**ARCHITECTS**

*Require 'cut &paste' materials to construct buildings*

**GAME TABLE (Large area)**

**GAME MAP**

*Large map drawn freehand by copying the map outline provided on the next page.*

*Developers and Landowners usually walk around freely, expecting to make development deals.*

*Journalists move from group to group trying to find out what sorts of developments are taking place.*

**TEACHER**

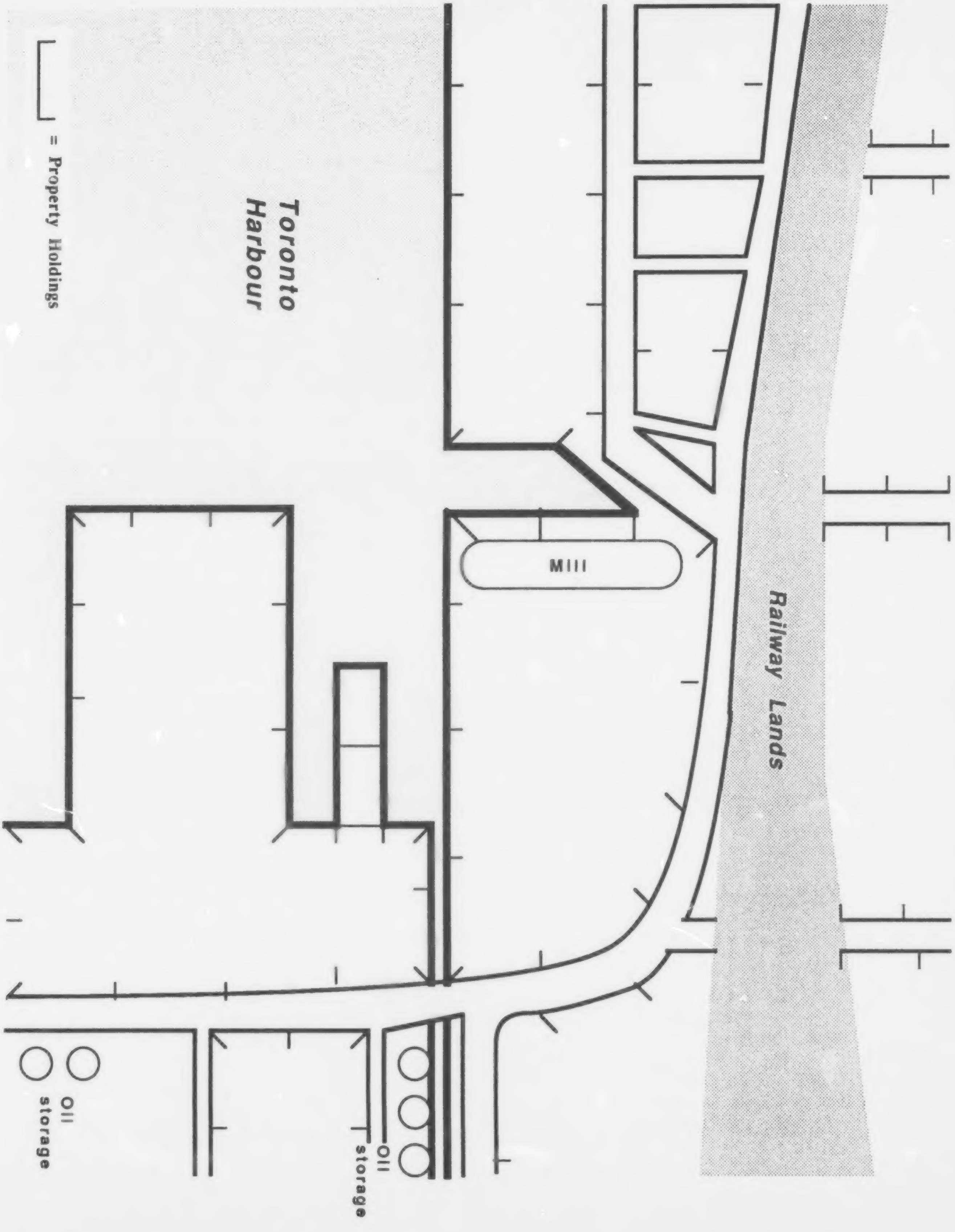
*Acts as the banker and timer of the sessions*

*The teacher stimulates action if a particular role seems to need encouragement - i.e. councillors may need reminding to expect proposals from planners.*

**NEWS BULLETINS**

*Use a computer and word processing, or a chalkboard.*

# 3. GAME MAP TEMPLATE


= Property Holdings
Toronto Harbour
Mill
Railway Lands
Oil storage
Oil storage

# 4. BRIEFING

## *SCENARIO*

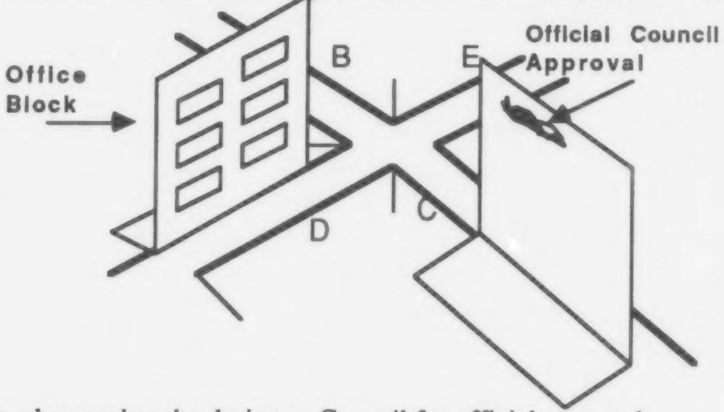
- The traditional industrial/warehouse land use of the area has declined.
- The intent of the exercise is to provide a 'new' environment, and to make money.
- Each student in the class is expected to play a role.
- Role sheets have been provided to give the students some direction. Letters 'A,B,C,D, & E' are to be written in the property holdings on the Game Map to signify land ownership. Write them in sequence so that no two lots with the same letter are adjacent to one another. 'C' blocks are units of land owned by the City. The ownership of the others is indicated by the letter on each landowner's role sheet.

## *DEVELOPMENT IN THE PRIVATE SECTOR*

1. The landowner sells to the developer.

2. The developer approaches Council with an idea for the development of a single holding or several adjacent ones. Councillors and planners consider whether or not to respond favourably to the concept..

3. If the response is favourable, the developer employs an architect to design a building. This is essentially a sketch of a building structure on bristol board. Observe the illustration below which shows what the structures might look like when attached to the Game Map.



4. The developer takes the design to Council for official approval.

5. Once officially approved the building may be fixed onto the Game Map using invisible tape, and the developer collects the ensuing profit in tokens from the teacher.

## *DEVELOPMENT BY THE CITY*

- The Council has only a small amount of money - not really enough to buy land.
- The Parks Department may advise the Council where parks or recreation facilities are appropriate. The planners may suggest where affordable housing should be placed.
- If the Council agrees, an architect may be hired to develop a park design by acting as a landscape architect, or design affordable housing.
- The Council should then find a developer who is prepared to include the project in a private development for the good of the City's residents.
- Residents and the Press should be pressing the Council to find out about how the development is progressing and whether or not their interests are being looked after.

# THE DEVELOPMENT GAME

## (PART 2)

## *PROCEDURE FOR ACTION*

**You have read through Part 1 which includes the following items of information -**

**Page 1 - Introductory comments**

**Page 2 - Game room layout**

**Page 3 - Game Map template**

**Page 4 - Briefing outline**

**In this section (Part 2), you are provided with the information and materials to get into ACTION! The following items of information are included**

**Page 5 - Class numbers**

**Page 6 - Role sheets**

**Page 7 - Role sheets**

**Page 8 - Action list**

## 5. CLASS NUMBERS

**This table indictaes the number of roles that are to be assigned to the students in a class, depending on the size of the class.**

| | NO. OF STUDENTS IN CLASS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ROLES** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| Parks & Rec. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Landowners | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Councillors | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Planners | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| Architects | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| Residents | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 |
| Press | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Developers | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 |

# 6. ROLE SHEETS

## LANDOWNERS

Letter ☐

1. You role is to make money. You start the game with lots of land which are indicated on the Game Map your letter - either A, B, D, or E.

2. To make money you need to sell your land. Developers will meet with you to ask you to sell certain land lots that you own, and which they are interested in for development.

3. The Developers want to make as much profit as they can from their development, and will want to buy your lan as cheaply as possible. You will have to negotiate the best price with them.

4. When you have sold a piece of land, mark the number of the developer on the lot to show that it has been sold. Watch the Game Map to see what developments are taking place. This may influence your selling price.

## ARCHITECTS

1. Wait for a developer who wants something designed to come to you. Draw a sketch of the developer's projectand take it to the planners.

2. If the planners and Council approve the design, the Council will sign the back of the design. If not approved ask to find out why.

3. If the design is approved, give the building to the developer and he will pay 1 token as a fee.

CONTACTS: (people with whom you should talk)

**DEVELOPERS**

**PLANNERS**

## COUNCILLORS

You have two main things to do:

1. Decide what your area needs, discuss this with your planners, and watch closely the developments that are taking place.

2. Decide on the merits of the building designs put before you by the architects. Don't forget that you give approval not the planners.

Remember that there may be city projects that you wish to be included in a development, and that you should consult with your Parks & Reccreation Dept.

CONTACTS: (people with whom you should talk)

**PARKS & RECREATION**

**PLANNERS**

## PLANNERS

You have two main things to do:

1. Tell your Councillors what you think should be developed in the area.

2. Help the Councillors to make decisions when a developer asks for planning approval.

Develop some guidelines for the overall development of the area. Talk to the residents to find out what their needs are.

CONTACTS: (people with whom you should talk)

**COUNCILLORS**

**RESIDENTS**

# 7. ROLE SHEETS

## DEVELOPERS

Number ☐

1. You have to make as much money as you can. You do this by buying land and putting buildings on it. This is done as follows.

2. BUY LAND from a LANDOWNER. You will have to agree on a price between yourselves. Change the ownership of the lot on the Game Map, when you have agreed to a price.

A. Use your profit sheet below to decidee what you would prefer to construct.
B. Ask an architect to design the devcelopment and to obtain planning approval from council. Payment to the architect is 1 token.
C. Build the development by sticking the building to the Game Map. Collect your profit from the banker (teacher).

| Use of site: | Profit: | Profit on 2 adjacent sites | Profit on 3 adjacent sites | Taxes: |
|---|---|---|---|---|
| Offices | 36 | 36 | 72 | 2 |
| Stores | 24 | 24 | 48 | 1 |
| Cinema | n/a | n/a | n/a | 1 |
| Fitness complex | 18 | 18 | 36 | 1 |
| Licensed restaurants | 12 | 12 | 18 | 1 |
| Houses | 12 | 12 | 24 | 1 |

## PARKS & REC.

Your job is to get your plans constructed

1. For you to do your job the Council may need to buy land and find money for construction. Alternatively you may wish to advise that your plan may be added to a private development at a cost to the developer. You have to get an architect (landscape) to design your plan. You must also secure planning approval from Council.

The cost of a plan are as follows:

| | |
|---|---|
| Park | 20 tokens |
| Car park (small) | 20 |
| Sports Centre | 20 |
| Square for meetings | 20 |

CONTACTS: (people with whom you should talk)

**ARCHITECTS**

**COUNCILLORS**

## RESIDENTS

You expect to be living in this area and therefore you should be trying to get as many things in place as you can to provide good living conditions.

1. You can offer advice but you have no formal place in planning design. So you have to make yourself heard.

2. Be aware of what is going on. Form associations with others.

## THE PRESS

1. News about development projects is often is often written in newspapers. You are to seek out news about what is happening as the game proceeds.

2. You should record your information as a newsletter, either through word processing in a computer, or by using a chalkboard for headlines.

3. Actively go out and find news by talking to people like a real journalist

# 8. ACTION LIST

## *MATERIALS REQUIRED*

| | |
|---|---|
| Large Game Map | Glue / Tape / Scissors |
| Computer or chalkboard | Class set of stick-on name tags |
| Class set of briefing sheets | Marker pens |
| Bristol board | Tokens |

## *SETTING UP THE ACTIVITY*

● Room Layout

- Make sure the facilities for operating the Game are in place (see the Room Layout). The Game Map is in the middle, a board and chalk/computer for the Press, a table and materials for the architects, sundry items (i.e. marker pens) as required.

● Distribution. Each player receives:

- the briefing sheets and a simple oral explanation of the game by you, the teacher. Refer to the Game Map in your explanation.

- a 'role' name tag to be worn throughout the game

- the role sheets. Make sure you have assigned a letter on the role sheets of the landowners (A, B, D, or E), and numbers on the role sheets of the developers (1, 2, 3, 4, or 5).

● Tokens

- Hand out the tokens and explain how the designs will be fitted to the Game Map.

- Create three types of tokens out of different colours of bristol board, one colour with the value of 10, another for 5, and a third for 1. Distribute 5's and 1's sufficient to satisfy the requirements shown in the table below.
Keep the 10's in reserve just in case.

| | | | |
|---|---|---|---|
| Developers | 15 each | Architects | 0 |
| Landowners | 10 each | Parks & Rec. | 0 |
| Council | 10 in total | Residents | 0 |
| Planners | 0 | Press | 0 |

## *ACTION*

* Call 'start of year 1' and tell the students that they have about 20 minutes to operate. This time represents about 1 year of real development time.

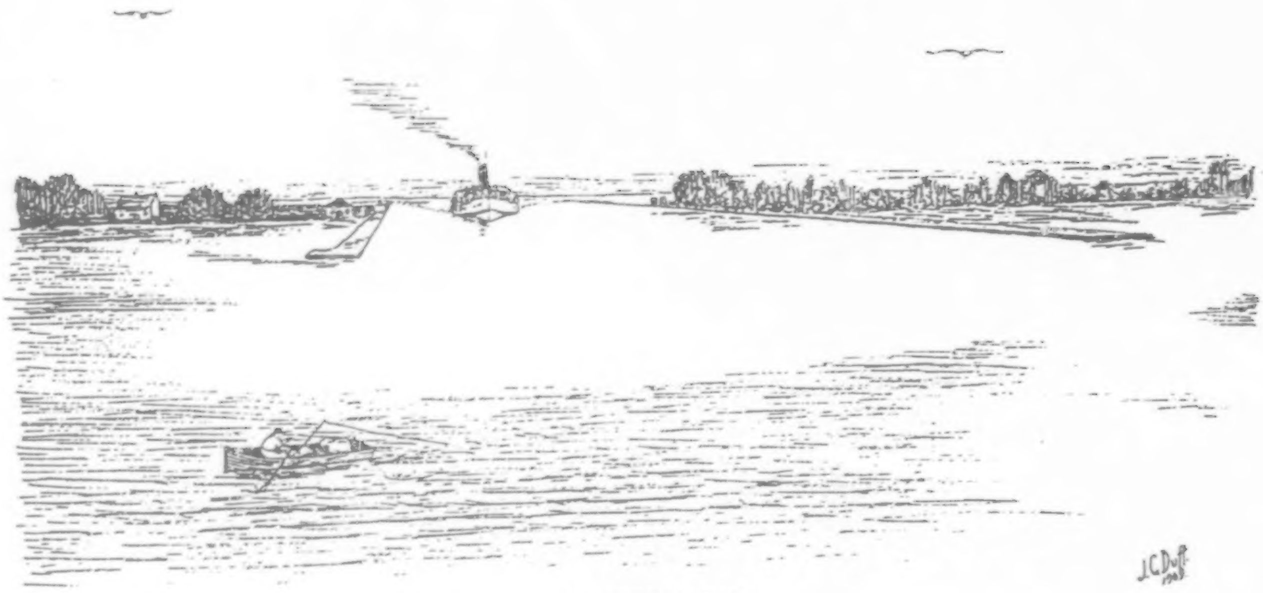
* Keep things moving along - watch land exchanges, give out 'profit' when the completion of a design warrants it, and collect 'costs' and 'taxes'. Give 'taxes' to Council.

* Call 'end of year 1' and review the development situation for five minutes.

* Continue with year 2 and repeat the process for as long a time period or sessions as you have planned.

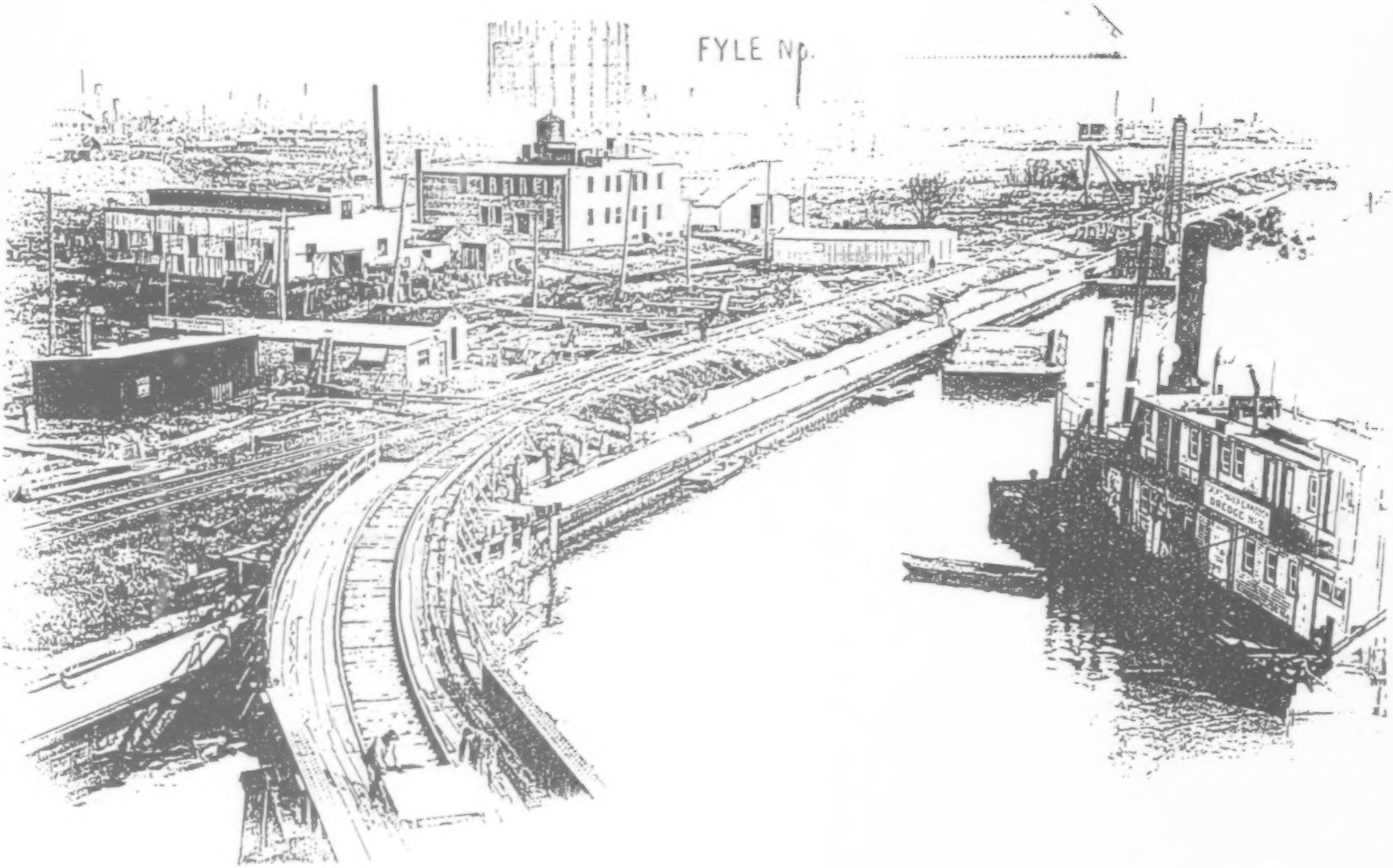
* Keep a small segment of time for debriefing at the end.

# #1 - THE HARBOUR LANDSCAPE - 1893

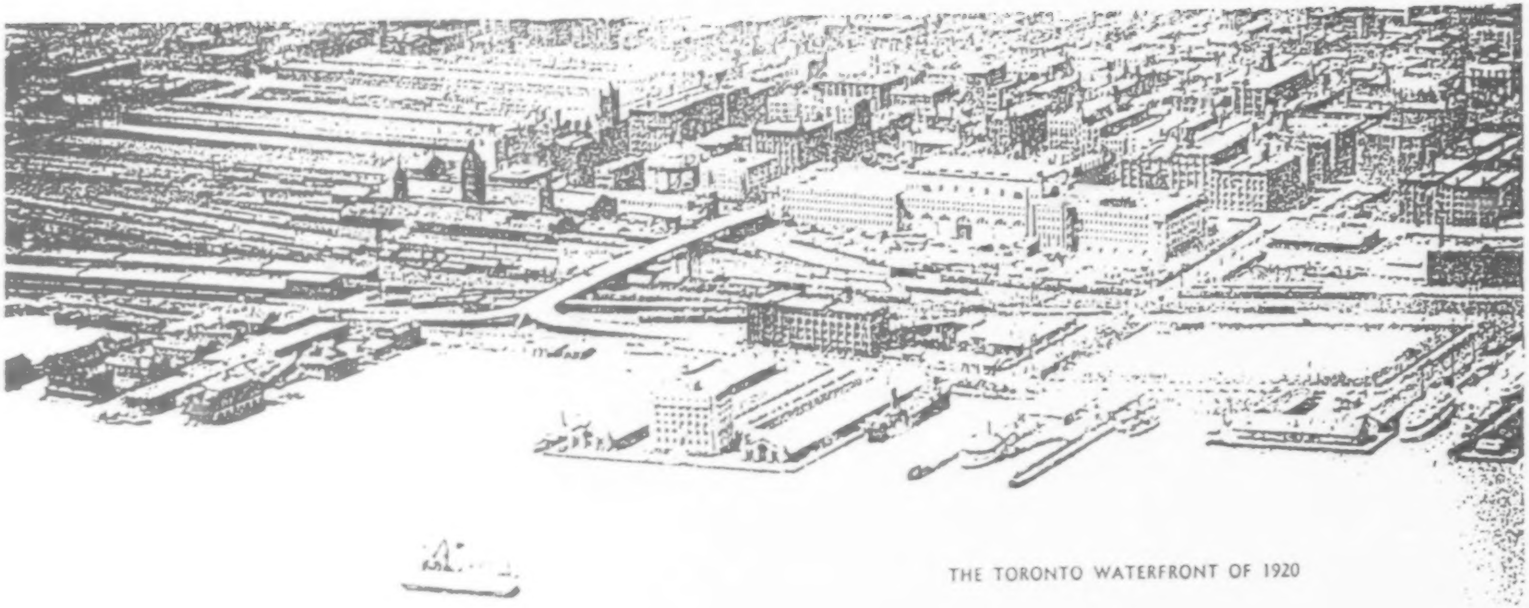


EASTERN GAP
TORONTO BAY
1893

# #2 - THE HARBOUR LANDSCAPE - 1914

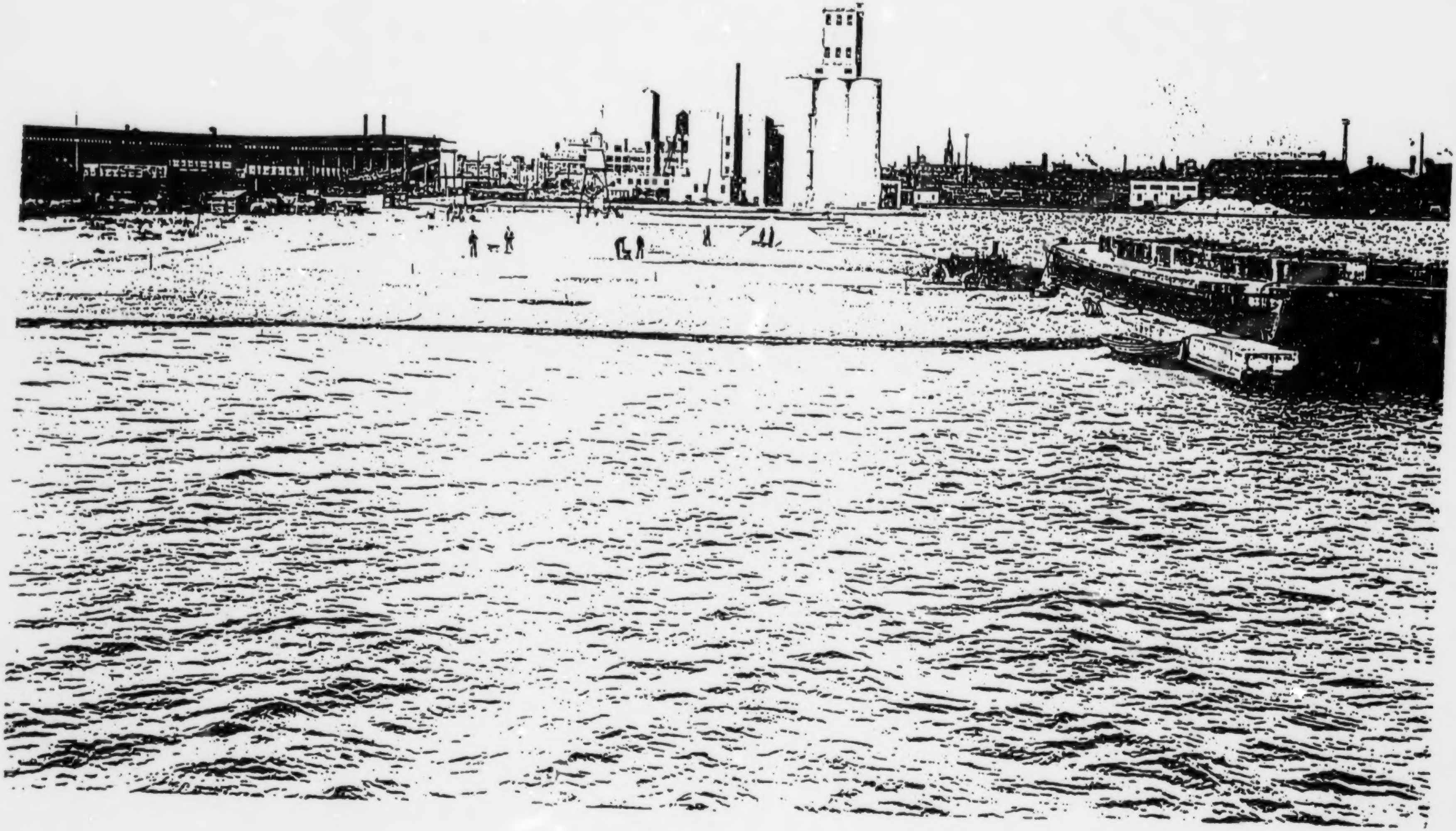

FYLE No.
DREDGE No 2

# #3 - THE HARBOUR LANDSCAPE - 1920



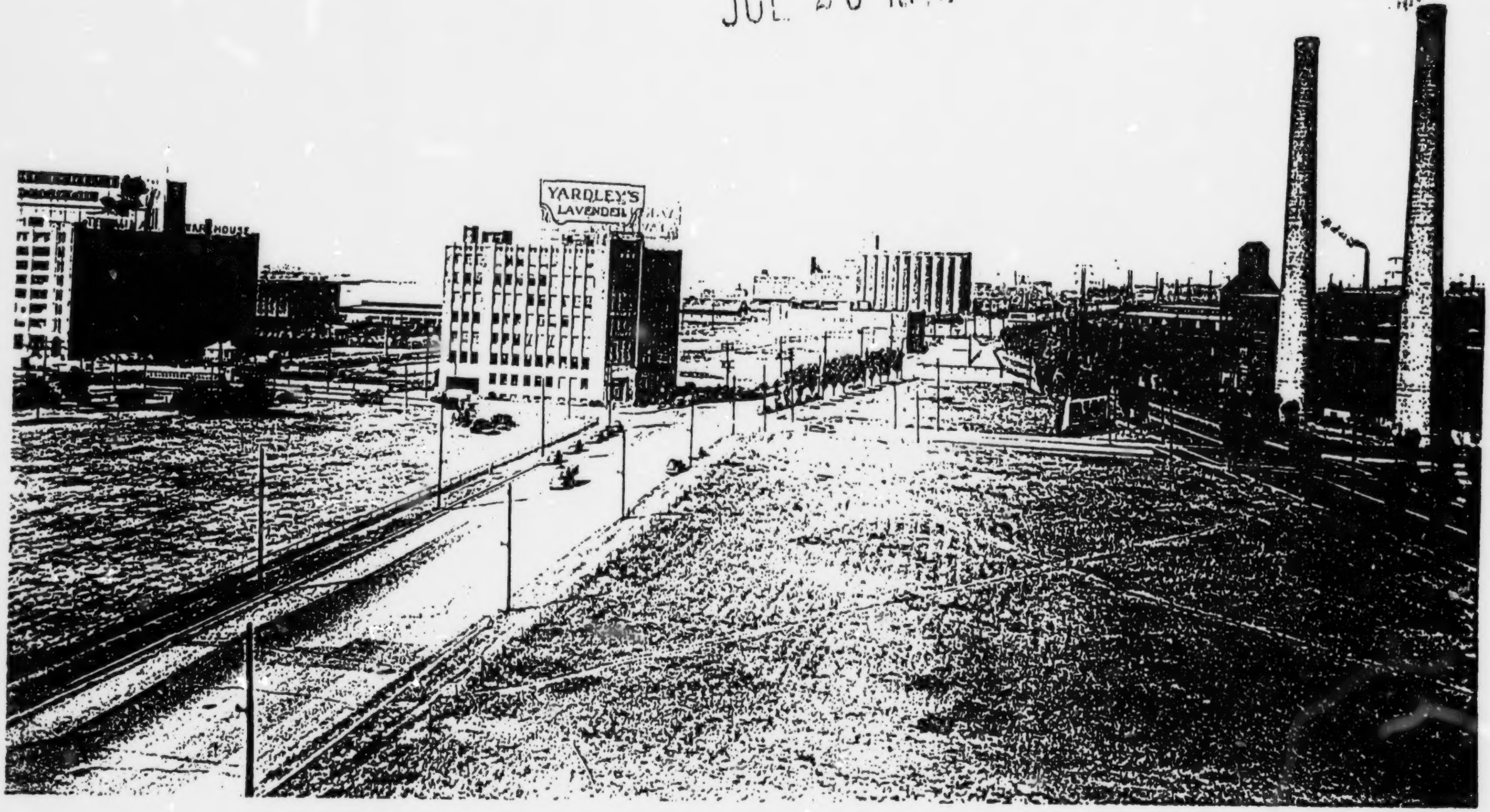
THE TORONTO WATERFRONT OF 1920

# #4 - THE HARBOUR LANDSCAPE - 1929

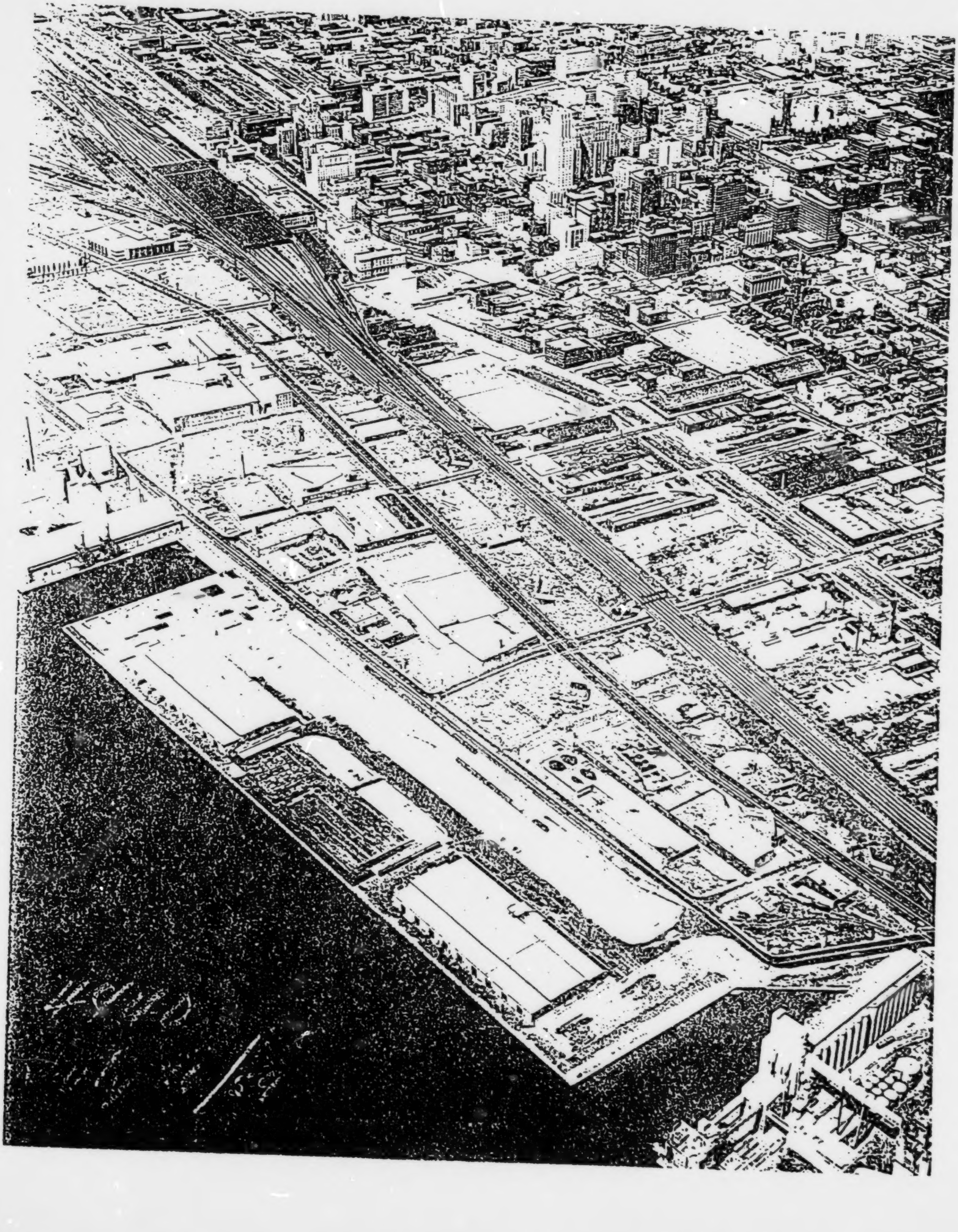


# #5 - THE HARBOUR LANDSCAPE - 1946

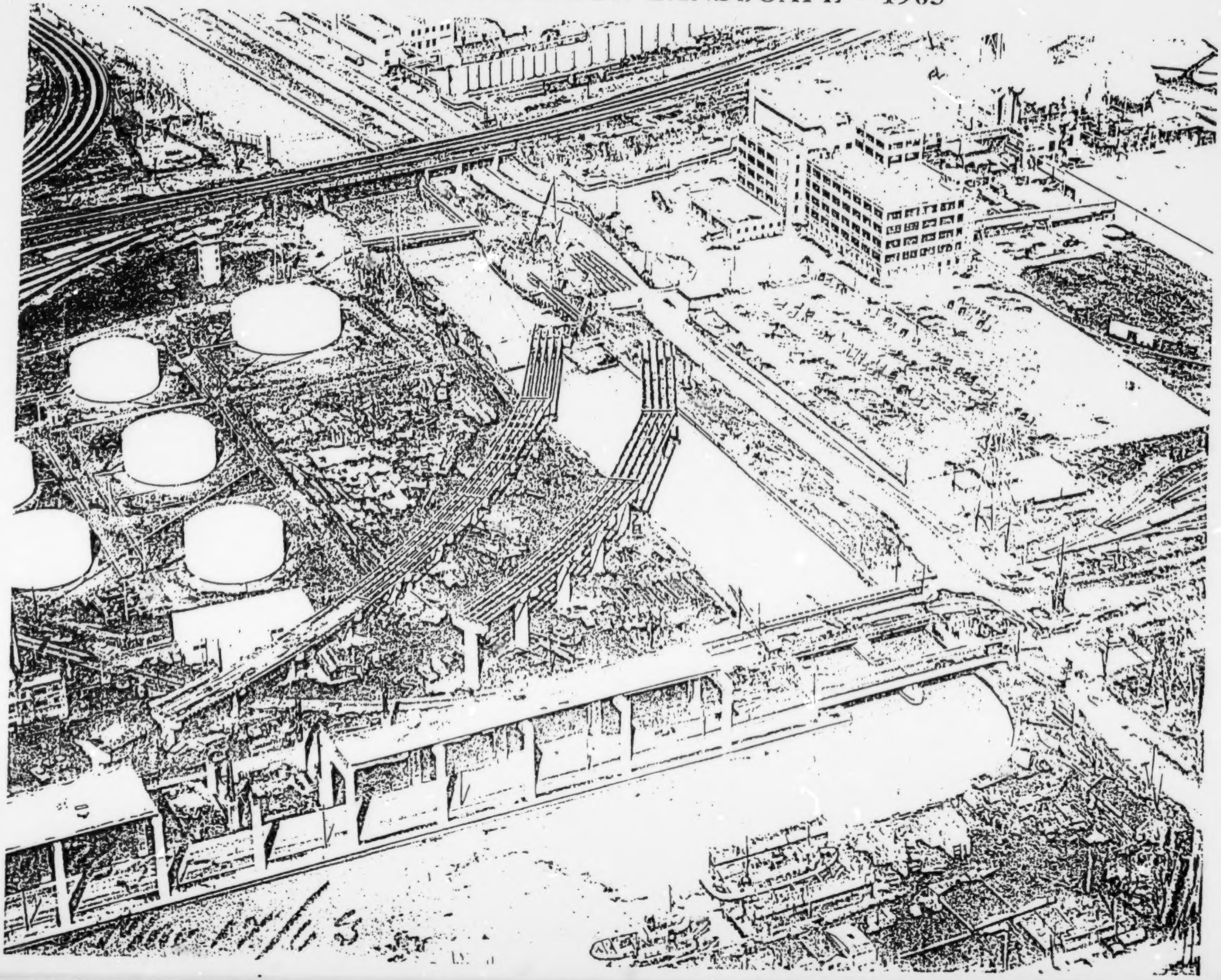
JUL 26 1940


YARDLEY'S
LAVENDER
WAREHOUSE

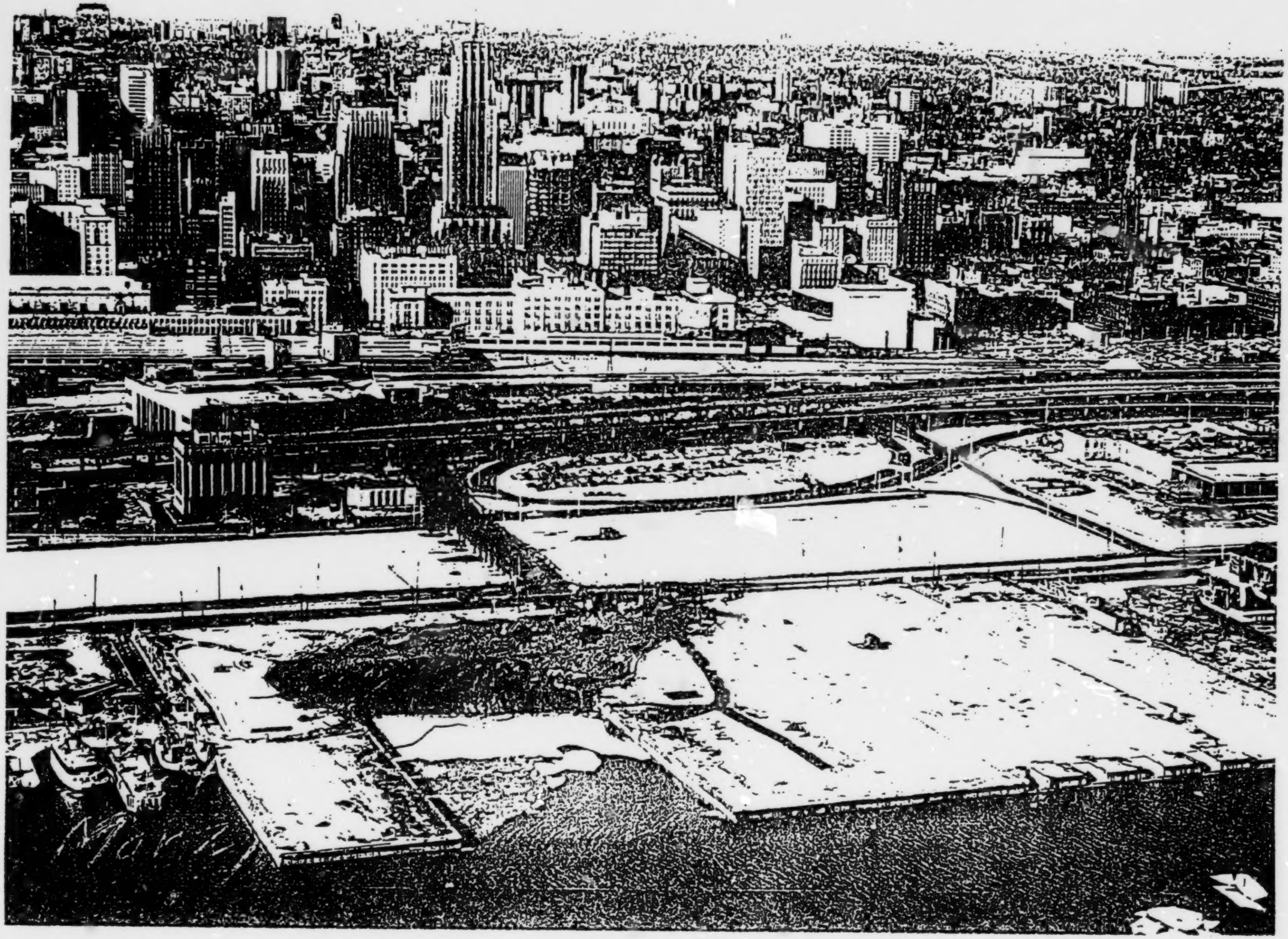
# #6 - THE HARBOUR LANDSCAPE - 1959



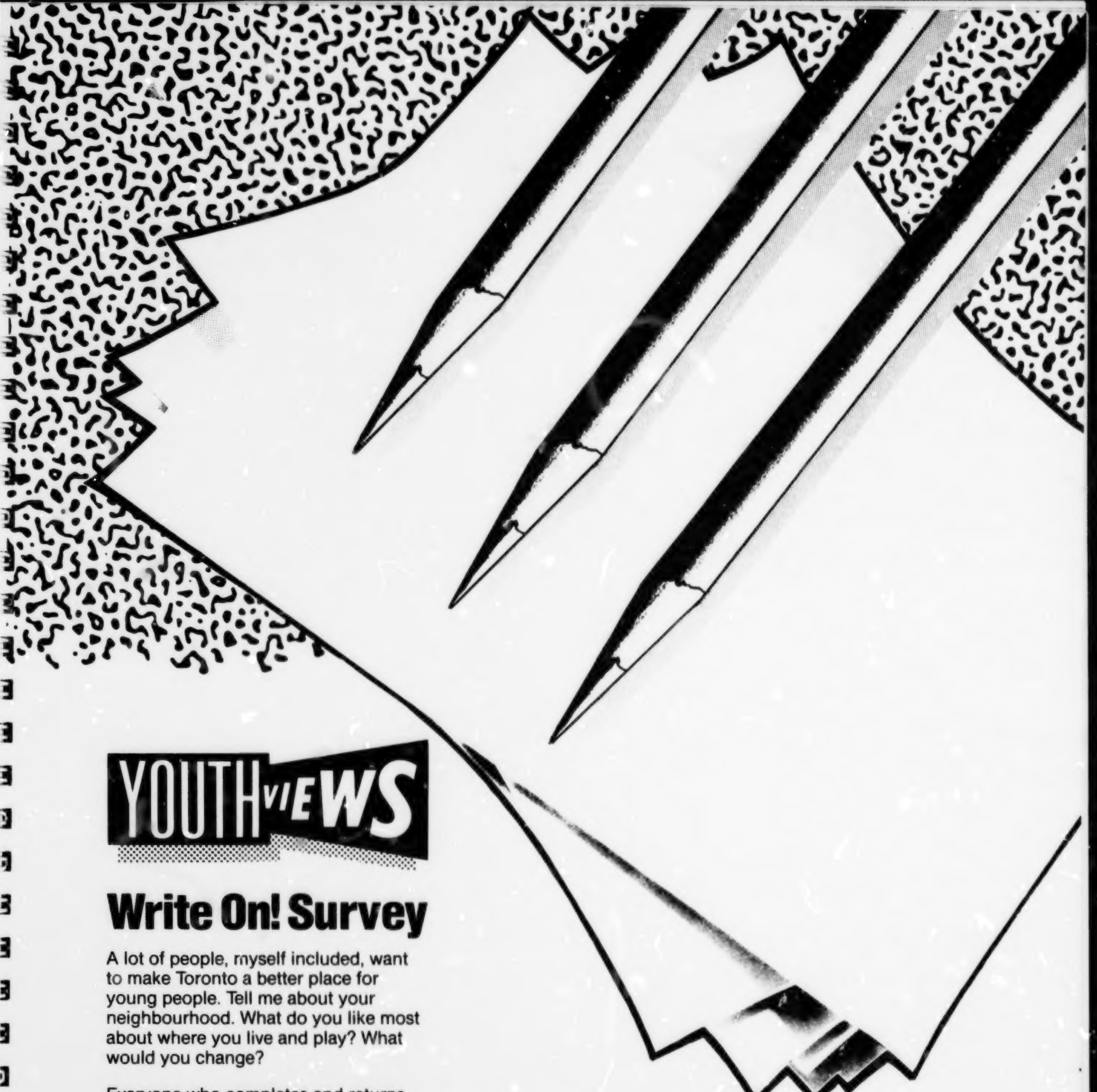
# #7 - THE HARBOUR LANDSCAPE - 1963



## #8 - THE HARBOUR LANDSCAPE - 1965



# APPENDIX F



# YOUTHviews

## Write On! Survey

A lot of people, myself included, want to make Toronto a better place for young people. Tell me about your neighbourhood. What do you like most about where you live and play? What would you change?

Everyone who completes and returns this survey will be eligible to win the Mayor-For-A-Day Contest. If your name is chosen, you will join me at City Hall and be part of a press conference. So tell me what it's like growing up in Toronto. Answer as many questions as you can, and have fun!

Art Eggleton

Art Eggleton
Mayor, City of Toronto

City of Toronto
**Planning & Development**
Department

Robert E. Millward
Commissioner

My neighbourhood is called: ____________________

What things or places do these words make you think of? Write your answers in the boxes. Add any others of your own.

| | |
|---|---|
| **Wet** | **Mysterious** |
| **Dirty** | Beautiful |
| Friendly | **FUN** |
| Unfriendly | *EXCITING* |
| TRAFFIC | **Helpful** |
| **Dangerous** | CLEAN |
| **Safe** | Healthy |
| Lonely | *Colorful* |
| Peaceful | **CROWDED** |
| **DARK** | Old |
| ***Hectic*** | |
| | |
| | |

I think the best place in my neighbourhood is: ______________________________

The worst place in my neighbourhood is: ______________________________

My favourite place in Toronto is: ______________________________

My least favourite place in Toronto is: ______________________________

If I were Mayor, the first thing I would do to make Toronto a better place for young people is:

______________________________

______________________________

______________________________

The three most important problems facing Toronto are:

______________________________

______________________________

______________________________

Are there any things you would change in your neighbourhood? ☐ Yes ☐ No

If you answered yes, list the three most important and the changes you would make:

______________________________

______________________________

______________________________

What things in your neighbourhood should stay as they are? Why?

______________________________

______________________________

______________________________

Are there unattractive/unsafe areas in your neighbourhood that need improving? ☐ Yes ☐ No

If so, please describe them:

Describe smells you are aware of in your neighbourhood:

1 ____________________ 4 ____________________

2 ____________________ 5 ____________________

3 ____________________ 6 ____________________

Which smells, if any, bother you?

Is there a community centre in your neighbourhood? ☐ Yes ☐ No

If so, how often do you use it? ☐ Seldom ☐ Weekly ☐ Daily

Which programs/services do you use most often at the community centre?

Are there programs/services you would like to see added? If so, please describe them.

Is there a park in your neighbourhood? ☐ Yes ☐ No

How do you use it?

How could your neighbourhood park be improved?

Describe sounds you hear in your neighbourhood:

1

2

3

4

5

6

Which sounds, if any, bother you?

Are there areas in your neighbourhood where you feel frightened or nervous? ☐ Yes ☐ No

If yes, please describe them:

Are there any areas in your neighbourhood that you have been told to stay away from?

☐ Yes ☐ No ☐ Don't know

If yes, please describe them: ______________________________

______________________________

______________________________

______________________________

Are there places in Toronto you are not permitted to go? ☐ Yes ☐ No

If so, please list them: ______________________________

______________________________

______________________________

______________________________

Would you like to live elsewhere in Toronto? ☐ Yes ☐ No

Where and why? ______________________________

______________________________

______________________________

______________________________

______________________________

What makes Toronto a great place to grow up in? ______________________________

______________________________

______________________________

______________________________

______________________________

This is a 1991 Official Plan project, sponsored by the City of Toronto Planning and Development Department, Robert E. Millward Commissioner. It is supported by the Cityplan '91 Citizens' Task Force, the Toronto Board of Education, and the Metropolitan Toronto Separate School Board.

Produced for the City of Toronto Planning and Development Department by the Department of the City Clerk, Communication Services Division.

Deadline for Contest entries and Survey responses is April 20, 1990.

Return surveys and Mayor-For-A-Day Contest entries by inter-office mail to:

Monica Zimmermann,
Toronto Field Centre,
Metropolitan Toronto
Separate School Board
Tel. 393-5403,

or

John Botterell,
Visual Arts Department,
Toronto Board of Education
Tel. 591-8253

For additional information on this and other Kidsviews'/Youthviews' projects, contact:

Judy Matthews,
Cityplan '91 Office
392-0068

Cityplan '91

Your city.
Your future.
Make it your plan!

Please recycle this booklet.

9071-045

Please enter me in the Mayor-For-A-Day Contest:

One entry per student.

Name: ______________________________ Age: __________

School: ______________________________

______________________________

## NOTE TO PRIMARY TEACHERS:

You may wish to lead a class discussion and submit collective ideas using the following pages.

Be sure to submit individual entries, including students' names, so that all can be eligible to take part in the Mayor-For-A-Day Contest.

Deadline for Surveys and Contest entries is April 20, 1990.

Return Surveys and Contest entries to:

Monica Zimmermann,
Toronto Field Centre,
Metropolitan Toronto
Separate School Board
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Cityplan '91 Office
392-0068

Please enter me in the Mayor-For-A-Day Contest: One entry per student.

Name: ______________________________ Age: __________

School: ______________________________

______________________________

Please enter me in the Mayor-For-A-Day Contest: One entry per student.

Name: ______________________________ Age: __________

School: ______________________________

______________________________

Ask students what things or places these words make them think of.
Record their answers

**Wet**

**Dirty**

**Friendly**

**Unfriendly**

**TRAFFIC**

**Dangerous**

**Safe**

Add any others you think of or they suggest.

Ask students what things or places these words make them think of.
Record their answers.

**Lonely**

**Peaceful**

**DARK**

***Hectic***

**Mysterious**

**Beautiful**

**FUN**

Add any others you think of or they suggest.

Ask students what things or places these words make them think of.
Record their answers.

**EXCITING**

**Helpful**

CLEAN

Healthy

***Colorful***

**CROWDED**

Old

Add any others you think of or they suggest.

# APPENDIX G

# CITY PLAN '91 SURVEY

In YOUR opinion,

1. What makes Toronto a great place to live?

2. What do you dislike about the city of Toronto?

3. a.) What issues listed below would you want to address (or deal with)?

b.) Of the issues, select the two that are MOST important to you.
(If there are more than two issues, feel free to include them)

ISSUES:

One way streets
Street vendors
The Environment
Nuclear Warfare
Transportation
Police
Affordable Housing/shelters/hostels
Food
Employment
The Welfare system
Education - schools
Daycare
Counselling
Medical/Psychiatric (needs)/Hospital care
Recreational facilities
Alcohol and drug (treatment)

Public bathing houses
Public laundry facilities
Clothing
S.T.D.'s and AIDS
IDENTIFICATION
Salaries
Sexual orientation
The Court system
Street gangs
Sexual Assault - (rape or incest ; physical assault)
Art Galleries
Architecture

Multicultural issues - Public Forums.

4. a.) Can you indicate why you selected those issues, as briefly as possible?

b.) Please indicate what you would want to change and what you would like to preserve.

-
-
-
-
-
-
-
-
-
-

5. IF you could address City Council and the mayor, what would be the one most pressing issue that you would like to present to them? And WHY?

Thank you for your participation in completing this survey.

SEX: Male__ Female__
AGE: ____
Present living situation: N.F.A., Room, Apt., Hostel, or other
(Please specify)____________

Last grade completed in school:________
Place in which survey was completed:__________________

Thanks again.